

**FACULTIES OF THE UNIVERSITY
OF PRETORIA**

HUMANITIES

NATURAL AND AGRICULTURAL SCIENCES

LAW

THEOLOGY

ECONOMIC AND MANAGEMENT SCIENCES

VETERINARY SCIENCE

EDUCATION

HEALTH SCIENCES

ENGINEERING, BUILT ENVIRONMENT AND INFORMATION TECHNOLOGY

Address all correspondence to:

**The Director: Academic Administration
University of Pretoria
PRETORIA
0002**

Cheques and postal orders must be crossed and made payable to
the *University of Pretoria*.

**Telephone: (012) 420-4111
Fax: (012) 362-5168/362-5190
Web address: <http://www.up.ac.za>**

TABLE OF CONTENTS

	Page
ACADEMIC PERSONNEL	1
GENERAL INFORMATION	3
Admission	3
Selection	3
Statement of symbols	3
Medium of instruction	3
Bursaries and loans	3
Accommodation	3
Welcoming day and academic information week	3
Prescribed books	3
Amendment of regulations and fees	3
DEFINITION OF TERMS	4
REGULATIONS AND CURRICULA	5
Admission to undergraduate study	5
Registration for a particular year of study	6
Course credits for unregistered students	6
Examination and pass requirements	6
Subminima in examinations	6
Examinations	6
Ancillary examinations	6
Remarking of examination papers	7
Supplementary examinations	7
Special examinations	7
DEGREES THAT WILL BE PHASED OUT AFTER 2002	8
E.1 Baccalaureus Educationis (BE _d)	8
(i) Education Management	9
(ii) Educational Psychology	9
E.2 Magister Educationis (ME _d)	10
(i) Computer Assisted Education	10
(ii) Educational Psychology	10
CERTIFICATES, DIPLOMAS AND DEGREES AS FROM 2001	12
E.3 Baccalaureus Educationis (BE _d)	12
(i) Early Childhood Development and Foundation Phase	13
(ii) Intermediate Phase	13
(iii) Senior Phase	14
(iv) Further Education and Training: General	15
(v) Further Education and Training: Human Movement Science and Sport Management	16
(vi) Further Education and Training: Economic and Management Sciences	16
(vii) Further Education and Training: Natural Sciences	17
(viii) Further Education and Training: Technology	17

Education

	Page
E.4 Advanced Certificate in Education (ACE)	18
(i) Assessment and Quality Assurance	19
(ii) Computer-integrated Education	19
(iii) Severe Disabilities	20
(iv) Life Skills and Sex Education	20
(v) Education Management	21
(vi) Special Needs Education	22
E.5 Postgraduate Certificate in Education	22
E.6 Diploma in Higher Education and Training Practice (DHETP)	25
E.7 Baccalaureus Educationis Honores [BEd(Hons)]	26
(i) Assessment and Quality Assurance in Education and Training	27
(ii) Curriculum and Instructional Design and Development	27
(iii) Technology Education	28
(iv) Computer-integrated Education	29
E.8 Magister Educationis (MEd) (course work)	30
(i) Environmental Education	30
E.9 Magister Philosophiae (MPhil)	32
(i) Education for Community Development	32
E.10 PhD degree	33
E.11 DEd degree	34
E.12 Other registrations	34
SYLLABI	36
PRIZES AND MEDALS AWARDED IN THE FACULTY	62

FACULTY OF EDUCATION

ACADEMIC PERSONNEL AS ON 1 OCTOBER 2001

DEAN

Prof J.D. Jansen BSc(West Cape) BEd(Unisa)
MS(Cornell University) PhD(Stanford University) HED(Unisa)

Department of Teaching and Training Studies

Fraser, W.J., BSc(PU vir CHO) BEd MEd DEd(Unisa) THED NTD CBIOL MBOIL	Professor (Head)
Killen, L.R., BSc(Univ of Newcastle) MEd(EP) MEd PhD(Univ of Newcastle) DipEd	Extraordinary Professor
Cronjé, J.C., BA HED(Pret) MEd(Pret)	Professor
Le Roux, J., BA(Stell) BEd(Unisa) MEd DEd(UPE) PhD(Pret) PhD(UOVS) HED	Professor
Maree, J.G., BA BEd MEd DEd PhD DPhil(Pret) HED	Professor
Van Rooyen, L., BA(Unisa) BEd MEd PhD(Pret) HED	Professor
De Kock, D.M., BA(Stell) BA(Hons) MA PhD(Pret) SED.....	Associate Professor
Knoetze, J.G., BSc BEd MEd PhD(Pret) HED	Associate Professor
Kühn, M.J., BA(Hons) BEd MA DLitt(Pret) THED UOLM UVLM(Unisa).....	Associate Professor
Moller, T., BA BEd(PU vir CHO) BEd MEd DEd(Pret) THED(P.Ed)	Associate Professor
Odora Hoppers, C.A., BA(Ed)(Zambia) MSS PhD(Stockholm).....	Associate Professor
Slabbert, J.A., BSc(Hons) BEd(RAU) MEd DEd(Pret) THED....	Associate Professor
Bender, C.J.G., BA(MW)(Hons) BA(Psch)(Hons) BEd MA MA(MW) DEd(Pret) HED(Unisa).....	Senior Lecturer
Blignaut, A.S., BSc(Home Econ)(Hons) MEd PhD(Pret) HED...	Senior Lecturer
Du Toit, P.H., BA(Hons) MEd PhD(Pret) HED DTI	Senior Lecturer
Hartell, C.G., BA(Unisa) BEd MEd(Pret) ED(REC)	Senior Lecturer
Howie, S.J., BA(Stell) BA(Hons)(UCT) MEd(Wits)	Senior Lecturer
Le Roux, S.S., BA(SW)(Pret) BEd(Unisa) MEd MEd(EP) PhD(Pret) DKO(Unisa)	Senior Lecturer
Van Loggerenberg, A., BSc BEd MEd PhD(Pret) HED	Senior Lecturer
Jita, L., BSc(Wits) UED BEd(Univ of Zululand) MA PhD(Michigan)	Lecturer
Raseale, R.C.A., BSc(Ed)(North West) MEd(Pret) MCSSA	Lecturer
Vandeyar, S., BA(Ed) BA(Hons)(Unisa) MEd(Wits) PhD(Pret).....	Lecturer

Department of Education Management and Policy Studies

Beckmann, J.L., BA(PU vir CHO) BEd MEd(RAU) DEd(Pret) THED(POK)	Professor (Head)
Smith, W.J., BA(Carleton Univ) MA PhD(McGill Univ)	Extraordinary Professor
Berkhout, S.J., BCom BEd MEd DEd(Pret) HED	Professor
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) BEd(Unisa) MEd PhD(Pret).....	Lecturer

Education

Phendla, T.S., BA BEd(Wits) MEd(RAU) PhD(MSU)	Lecturer
Sehoolo, M.T., BA(Univ of the North) BEd MEd PGDE(Wits) ..	Lecturer
Smit, B., BA(Ed) BEd MEd(Pret)	Lecturer
Van Vollenhoven, W.J., BA BEd MEd(Pret) HED	Lecturer

Department of Educational Psychology

Ferreira, G.V., MEd DEd(Pret) THED	Professor (Head)
Malan, S.P.T., BA(Hons)(Unisa) MA(P.Ed)(PU vir CHO) MA DPhil(Pret) DTE	Professor (acting Head)
Bouwer, A.C., MEd DEd(Pret) THED.....	Professor
Viljoen, J., BA(Stell) BEd(UOVS) MEd(UPE) PhD(Pret) HED...	Associate Professor
Prinsloo, H.M., BA(SW)(Hons) MEd DEd PhD(Pret) DSE.....	Senior Lecturer
Ebersöhn, L., BPrimEd BEd MEd PhD(Pret)	Lecturer
Eloff, I., BA(PU vir CHO) BEd MEd(Pret) PhD(Stell) HED.....	Lecturer
Ferreira, R., B.Hhk(Ed) VDE BEd MEd(Pret))	Lecturer
Human, S., BA(Hons)(RAU) BEd MEd(Pret)	Lecturer
Moletsane, M.E., BA(Unin) BEd MEd(Pret) UED	Lecturer
Naudé, H., BA(Pret) MEd(Stell) DEd(Unisa) HED	Lecturer

Student 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 except where it is indicated differently.

Selection

A selection procedure takes place prior to admission to:

- all undergraduate courses (including diplomas); and
- all BEd(Hons), master's and doctoral 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 grade 12 examinations.

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.

Welcoming day and academic information week

Details of the welcoming day to which all parents are cordially invited, and the subsequent academic information 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.

Please note: As a result of the restructuring of the Faculty and the changes taking place in education on national and international level, some of the information in this publication might not reflect the latest developments in full. The education practice programme of the fourth year BA(Ed) and HED(pg) courses can be amended on short notice. Problems encountered should be taken up with Student Administration.

DEFINITION OF TERMS

Please note: The following terms are generally used in all faculties.

academic year: the duration of the academic year as determined by the University Council.

certificate of satisfactory preparation: satisfactory preparation also implies satisfactory attendance of practical classes and clinical work.

core module: a subject course that is essential for a particular programme or package.

credit: a value unit (credit) accredited to every subject course which represent the complexity and amount of work needed for the subject 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.

elective module: a subject course that forms part of a package and which can be selected on an elective basis, with the proviso that enough credits are obtained on the specific year level, as required by the relevant degree or diploma.

examination mark: the mark awarded to a student in a subject course on the basis of an examination in a paper / papers, including practical and clinical examinations, where applicable.

extended study programme: a study programme for a degree or diploma which, in accordance with the regulations, is taken over a longer period than the normal minimum duration of the degree and diploma.

final mark: the mark calculated on the basis of the semester / year mark and the examination mark awarded to a student in a subject course, using a formula which is determined from time to time by means of regulations for every subject course with the proviso that should no semester / year mark be required in a course, the examination mark serves as the final mark.

fundamental module: a subject course that serves as the academic basis of the learning activities for a particular programme or package.

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

learning hours: the notional number of hours a student should spent to master the learning content of a particular subject course or programme. The total number of learning hours for a subject course consists of the time needed for lectures, practical, self-study and any other activity required by the training programme. Learning hours for subject courses are calculated on the basis of 40 working hours per week x 28 weeks = 1120 + 80 additional hours for evaluation = 1200. For undergraduate subject courses, the total number of learning hours per subject course are calculated using the formula: number of credits (per subject course) x 10.

level (or year level): this is an indication of the complexity of a subject course (e.g. first, second or further level), and also implies a particular credit value. The first digit of the subject course code indicates the (year) level (thus AFR 352 is a module in the discipline of Afrikaans at level 3).

module: see subject course.

package: a group of subject courses which are connected and share a particular focus and which are taken by students as an area of specialisation within a programme.

package coordinator: the person responsible for organising, the compiling and teaching of, as well as guidance with regard to a particular package.

programme manager: the person responsible for the overhead management, organisation and compiling of a particular programme, with the packages that make up the programme.

regulation for admission: includes a provision regarding the selection process.

semester mark / year mark: the mark awarded to a student on the basis of tests, class work, practical work or any other work which was done in a subject course.

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

subject course: a defined aspect of a subject which forms a whole.

syllabus: the division of the study material for a specific course.

weighted average: the weighted average is composed of the marks of the various course, weighted with the credits of each course as a fraction of the total number of credits for the semester or year.

year course: a course that extends over one year.

REGULATIONS AND CURRICULA

The rules for degrees, diplomas and certificates here published are subject to change and may be amended prior to the commencement of the academic year in 2002.

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 grade 12 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 grade 12 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. In certain circumstances, however, some faculties do accept a conditional exemption on the basis of mature age. Candidates are advised to contact the specific student administration in this regard.

Education

- 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 be admitted to postgraduate bachelor's degree studies, only if he or she is already in possession of a recognised bachelor's degree.
- 2. 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 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.)
- 3. Course credits for unregistered students**
There are students who attend lectures, write tests and examinations and in this manner earn "marks", but have either not registered for courses or have not registered as students at all. These marks will not be communicated to any student before he/she has provided proof of enrolment. A student cannot obtain any credits in a specific academic year for a course "passed" in this manner during a previous year and for which he/she was not registered. This arrangement applies even where the student is prepared to pay the tuition fees.
- 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 General Regulation 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. A student may, after having perused his/her examination paper, apply for remarking of the examination paper within 14 calendar days after 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**
- 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.
 - To pass a supplementary examination, a student must obtain a minimum of 50%.
 - 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, DIPLOMAS AND CERTIFICATES CONFERRED OR AWARDED IN THE FACULTY OF EDUCATION

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

- (a) Certificates**
- Advanced Certificate in Education (ACE) (two years part-time) with specialisation in:
 - Assessment and Quality Assurance
 - Life Skills and Sex Education
 - Severe Disabilities
 - Education Management
 - Special Needs Education
 - Computer-integrated Education
 - Postgraduate Certificate in Education (PGCE) (one year full-time) specialising in:
 - Early Childhood Development and Foundation Phase
 - Intermediate Phase
 - Senior Phase
 - Further Education and Training
- (b) Diplomas**
- Diploma in Higher Education and Training Practice (DHETP) (one year part-time)
 - Postgraduate Diploma in Education (PGDE)

(c) Degrees

- (i) Baccalaureus Educationis (BEd) (four years full-time) with specialisation in:
 - Early Childhood Development and Foundation Phase
 - Intermediate Phase
 - Senior Phase
 - Further Education and Training:
 - General
 - Human Movement Science and Sport Management
 - Economic and Management Sciences
 - Natural Sciences
 - Technology
- (ii) Baccalaureus Educationis (BEd) (postgraduate) (one year full-time / two years part-time) with specialisation in:
 - Education Management
 - Educational Psychology
- (iii) Baccalaureus Educationis Honores [BEd(Hons)] (one year full-time / two years part-time) with specialisation in:
 - Assessment and Quality Assurance in Education and Training
 - Curriculum and Instructional Design and Development
 - Technology Education
 - Computer-integrated Education
- (iv) Magister Educationis (MEd) (two years part-time)
- (v) Magister Philosophiae (MPhil) (two years part-time)
- (vi) Philosophiae Doctor (PhD) (two years part-time)
- (vii) Doctor Educationis (DEd)

DEGREES THAT WILL BE PHASED OUT AFTER 2002

E.1 BACCALAUREUS EDUCATIONIS (BEd)

Also consult Regulation E.9 of 2000.

(a) Requirements of 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)]. (In this instance a BEd is not recognised for teaching purposes.)
- (iv) Students who do not comply with the above-mentioned, but who hold a qualification(s) at least equivalent to an M + 4 teacher's diploma, may also be admitted to the course.

(b) Duration

The course extends over a period of at least two semesters full-time.

(c) Fields of specialisation

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.

(i) Education Management (09230061)**Curriculum**

- | | | |
|-----|---|---|
| (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: | |
| | (FLO) | Philosophy of Education 710, 720 |
| | (HPO) | History of Education 720 |
| | (NME) | Research Methodology 715, 725 |
| | (PPG) | Psychopedagogics 710, 720 |
| | (SPG) | Sociopedagogics 710, 720 |
| | (OOK) | Teaching and Training Studies 720 |

(ii) Educational Psychology (09230201)

Since only a limited number of students are allowed to the course, all applications will be subject to a selection process.

Requirements for admission

Apart from the requirements as set out in Regulation E.3(a) a student must pass Education at 300-level or Pedagogics 411, 412, 421, 422 and Psychology up to 300-level.

Curriculum

- | | | |
|------|-------|--|
| (1) | (OVV) | 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 725 |
| (8) | (OOK) | Teaching and Training Studies 720 |
| (9) | (FLO) | Philosophy of Education 710 |
| (10) | (PPG) | Psychopedagogics 710, 720 |

(d) Special examination (Also consult General Regulation 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.

(e) Degree with distinction

The degree is conferred with distinction on a student when an average of at least 75% is obtained in the subjects marked * and an average of 70% in the remaining subjects.

E.2 MAGISTER EDUCATIONIS (MEd)

Also consult Regulation E.10 of 2000. 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) Research Methodology

All master's students who submit a dissertation or an essay must pass Research Methodology 715, 725 (NME 715, 725). A student may apply for exemption from this requirement if these courses (or similar courses) have been passed recently.

(c) Degree with distinction

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.

(d) MEd degree with course work:

**(i) Computer Assisted Education (09250062)
Curriculum**

First year of study

Students must take all **seven** courses.

EEL 880	Evaluation of CAE programmes 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 715	Research Methodology 715*
NME 725	Research Methodology 725*

* Consult E.2(b)

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) [Consult Regulation E.2(e)].

(ii) Educational Psychology (09250202)

This course will be presented for the last time in 2003, full time.

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.

Requirements for admission

A student holding the BEd degree with specialisation in Educational Psychology and who has passed it, may be admitted to this course.

Curriculum

BOP 804	Vocational Orientation Pedagogics 804
ODD 874	Orthodidactic Diagnostics 874
ODH 874	Orthodidactic Assistance 874
OPG 804	Orthopedagogics 804
OUB 804	Parent Education 804
OPR 800	Educational Psychology Practice 800
NME 715	Research Methodology 715*
NME 725	Research Methodology 725*

* Consult E.2(b)

An **Essay** chosen from one of the following: [Consult Regulation E.2(e)]

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

(e) 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.
- (ii) **Approval of the topic**
As in General Regulation G.57.1.
- (iii) **Nomination of a supervisor and a co-supervisor**
As in General Regulation G.57.2.
- (iv) **Preparation and submission**
As in General Regulation G.57.3.
- (v) **Technical editing**
As in General Regulation G.58.
- (vi) **Resumé**
A resumé of 150 to 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 table of contents.
- (vii) **Examination panel and reports**
As in General Regulation G.60.1.

Education

- (viii) **Evaluation**
As in General Regulation G.60.2.
- (ix) **Pass requirements**
As in General Regulation G.60.2.1.2.

CERTIFICATES, DIPLOMAS AND DEGREES AS FROM 2001

UNDERGRADUATE

E.3 BACCALAUREUS EDUCATIONIS (BEd)

(a) Requirements for admission

- (i) A grade 12 certificate with university exemption and an M score of at least 11 with:
 - Afrikaans or English (first or second language) passed at HG; and
 - one other official language passed at HG or SG.
- (ii) Candidates who apply with the above-mentioned requirements with an M score of 10, may be admitted to the course after they have passed the admission examination or test.
- (iii) Candidates with a senior certificate may be admitted conditionally, at the Senate's discretion, after they have passed the admission examination or test; provided that they have:
 - an M score of 10;
 - passed three subjects at HG of which Afrikaans or English (first or second language) must be one; and
 - passed another official language (HG or SG) (if this official language was passed at SG, then two other subjects must have been passed at HG.)

(b) Duration

The programme extends over a four-year period, full time (eight semesters).

(c) Special examination (also consult General Regulation G.12)

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

(d) Degree with distinction

The degree is conferred with distinction on a student who obtains an average of 75% in all the modules of Educational Studies and in the final-year modules of two of the elective modules, with a minimum of 70% in each module.

(e) The following packages will be presented in the programme:

Only the basic outline of each of the BEd packages will appear in this publication due to the restructuring that is taking place in the Faculty. All the details with regard to the different modules, module codes and credit values will be made available during registration.

(i) EARLY CHILDHOOD DEVELOPMENT AND FOUNDATION PHASE (Code 09133010)

Package coordinator: Mrs M Botha, Tel No: 012 343 9009

MODULES	DESCRIPTION
Fundamental modules	Computer Literacy Language Proficiency Academic Skills Numeracy Skills Language across the Curriculum
Core modules	Educational Studies Teaching Practice Teaching and Learning Strategies
Elective modules	Specialisation (compulsory) Choose one of the following: ECD studies Remedial Education Choose one of the following: Afrikaans English General Science General Mathematics Art Music Education Instrumental Music Design and Technology

(ii) INTERMEDIATE PHASE (Code 09133020)
--

Package coordinators: Dr C van der Westhuizen and Mrs D Heyns,
Tel No: 012 343 9009

MODULES	DESCRIPTION
Fundamental modules	Computer Literacy Language Proficiency Academic Skills Numeracy Skills Language across the Curriculum
Core modules	Educational Studies Teaching Practice

	Professional Studies Basic Technology
Elective modules	Methodology of three elective subjects Remedial Education (compulsory) and Two of the following: Afrikaans African Languages: isiZulu or isiNdebele Sepedi or Setswana General Science General Mathematics English Geography History Art Human Movement Science Instrumental Music Music Education Computer Typing Design and Technology

(iii) SENIOR PHASE (Code 09133030)

Package coordinators: Mr LD Beukes and Mrs LJ de Jager, Tel No: 012 343 9009

MODULES	DESCRIPTION
Fundamental modules	Computer Literacy Language Proficiency Academic Skills Numeracy Skills Language across the Curriculum
Core modules	Educational Studies Teaching Practice Professional Studies Basic Technology
Elective modules	Methodology of three elective subjects Choose three of the following: Afrikaans African Languages: isiZulu or isiNdebele Sepedi or Setswana General Science General Mathematics Biology Biblical Studies English Geography History Art Human Movement Education Instrumental Music

	Computer Typing Computer Studies Remedial Education Technical Drawing Design and Technology Guidance and Counselling Mathematics
--	--

(iv) FURTHER EDUCATION AND TRAINING (General)
(Code 09133040)

Package coordinator: Mr LD Beukes, Tel No: 012 343 9009

MODULES	DESCRIPTION
Fundamental modules	Computer Literacy Language Proficiency Academic Skills Numeracy Skills Language across the Curriculum
Core modules	Educational Studies School Practice Professional Studies
Elective modules	Methodology of three elective subjects Choose three of the following: Afrikaans African Languages: isiZulu or isiNdebele Sepedi or Setswana General Science General Mathematics Biology Biblical Studies English Geography History Art Human Movement Science Instrumental Music Computer Typing Computer Studies Remedial Education Technical Drawing Design and Technology Guidance and Counselling Mathematics

(v) FURTHER EDUCATION AND TRAINING (Human Movement Science and Sport Management) (Code 09133070)

Package coordinator: Dr JGU van Wyk, Tel No: 012 343 9009

MODULES	DESCRIPTION
Fundamental modules	Computer Literacy Language Proficiency Academic Skills Numeracy Skills Language across the Curriculum
Core modules	Educational Studies Teaching Practice Professional Studies
Elective modules	Methodology of three elective subjects Human Movement Science (compulsory) Sport Management (compulsory) and Choose one of the following: General Mathematics Mathematics Biology General Science Computer Studies Computer Typing Design and Technology

(vi) FURTHER EDUCATION AND TRAINING (Economic and Management Sciences) (Code 09133060)

Package coordinator: Mr I Kempen, Tel No: 012 420 3549

MODULES	DESCRIPTION
Fundamental modules	Computer Literacy Language Proficiency Academic Skills Numeracy Skills Language across the Curriculum
Core modules	Educational Studies School Practice Professional Studies
Elective modules	Methodology of three elective subjects Choose three of the following: (of which one should be at 300 level and two at 200 level) Economics* Entrepreneurialship* Financial Accounting** Commercial Law Business Management Computer Typing

- * A pass in Mathematics in grade 12, HG(E) / SG(D)
 ** A pass in Mathematics in grade 12, HG(D) / SG(C) and M=15 is required

NB. The Rules and Regulations of the Faculty of Economic and Management Sciences are applicable for the elective modules (excluding Computer Typing).

(vii) FURTHER EDUCATION AND TRAINING (Natural Sciences) (Code 09133080)

Package coordinator: Dr T Röhrbeck, Tel No: 012 343 9009

MODULES	DESCRIPTION
Fundamental modules	Computer Literacy Language Proficiency Academic Skills Numeracy Skills Language across the Curriculum
Core modules	Educational Studies Teaching Practice Professional Studies
Elective modules	Methodology of three elective subjects Choose one of the following groups: A Chemistry and Physics B Botany and Zoology C Plant Production and Animal Science And one of the following: *Biology **Chemistry Computer Typing Computer Studies Design and Technology Mathematics

A pass mark in Mathematics in grade 12, HG(E) or SG(D) is required for admission.

- * May only be taken with Chemistry and Physics
 ** May not be taken with Chemistry and Physics

(viii) FURTHER EDUCATION AND TRAINING (Technology) (Code 09133090)
--

Package coordinator: Mr AP Joubert, Tel No: 012 343 9009

MODULES	DESCRIPTION
Fundamental modules	Computer Literacy Language Proficiency Academic Skills Numeracy Skills Language across the Curriculum

MODULES	DESCRIPTION
Core modules	Educational Studies Teaching Practice Professional Studies
Elective modules	Methodology of three elective subjects Technology (compulsory) Choose one of the following: Electro Technology Civil Technology Mechano Technology Choose one of the following: Technical Drawing Mathematics

(f) Notice:

The following subjects may not be taken simultaneously:

- General Mathematics and Mathematics
- Music Education and Instrumental Music
- Remedial Education and Guidance and Counselling.

CERTIFICATES

E.4 ADVANCED CERTIFICATE IN EDUCATION (ACE)**(a) Requirements for admission**

- (i) A professional teaching diploma of at least three years full-time study (M + 3).
- (ii) Any other M + 3 diploma with appropriate work reference. In this case the certificate will not be acknowledged for educational purposes.

(b) Duration of course

The equivalent of two years of part-time study.

(c) Special examination (Also consult General Regulation 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 in these courses during January of the ensuing year, provided that this will enable the student to comply with all the requirements for the certificate.

(d) Certificate with distinction

The certificate is awarded with distinction to a student who obtains an average of at least 75%, with a minimum of 70% in each module.

(e) The following packages will be presented in the programme:

(i) ASSESSMENT AND QUALITY ASSURANCE (Code 09121100)

Package coordinator: Prof WJ Fraser, Tel: 420 2207
e-mail: wfraser@hakuna.up.ac.za

Total credits: 120 **NQF Level:** 6

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	4	40		
Core modules	2	20	4	40
Elective modules			2	20
TOTAL	6	60	6	60

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	Educational Studies	EDS 470	10
	Learning Mediation	LMD 470	10
	Statistics for Assessment	SFA 400	10
	Foundation of OBE	FOB 400	10
Core modules	Principles of Assessment	ASP 400	10
	Assessment Strategies for OBE	ASU 400	10
	Continuous Assessment for OBE	KAU 400	10
	Computer-integrated Assessment	CIA 400	10
	Reporting and Feedback	RAF 400	10
	Quality Assurance in OBE	QAO 400	10
Elective modules	Choose two of the following:		
	Science Education Assessment	WOA 400	10
	Assessment in Language Education	ATO 400	10
	Assessment in Soc. Science Education	ASE 400	10
	Assessment in Mathematics	AWO 400	10

(ii) COMPUTER-INTEGRATED EDUCATION (Code 09121110)

Package coordinator: Prof JC Cronjé, Tel No: 012 420 4257
e-mail: jcronje@up.ac.za

Total credits: 120 **NQF Level:** 6

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	2	20		
Core modules	4	40	6	60
Elective modules				
TOTAL	6	60	6	60

Education

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	Educational Studies	EDS 470	10
	Learning Mediation	LMD 470	10
Core modules	Computer Technology	CTC 451	10
	Instructional Tools	CTA 451	10
	Cognitive Tools	CIT 451	10
	Assessment of Educational Programmes	CAE 451	10
	Computer-integrated Assessment	CIA 400	10
	E-learning	CEL 452	10
	Information Systems	CIS 452	10
	Financial Management	CFM 452	10
	Manage Extramural Activities	CME 452	10
Multimedia	CMM 452	10	
Elective modules	None		

(iii) SEVERE DISABILITIES (Code 09121150)
--

Package coordinator: Prof E Alant, Tel No: 012 420 2035
e-mail: alant@libarts.up.ac.za

Total credits: 120 **NQF Level:** 6

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	1	10	1	10
Core modules	2	40	3	60
Elective modules				
TOTAL	3	50	4	70

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	Educational Studies	EDS 470	10
	Learning Mediation	LMD 470	10
Core modules	Introduction to Severe Disabilities	AAK 401	20
	Communication and Literacy	AAK 402	20
	Collaborative Teaming	AAK 403	20
	Inclusion	AAK 404	20
	Life Skills	AAK 405	20
Elective modules	None		

(iv) LIFE SKILLS AND SEX EDUCATION (Code 09121160)

Package coordinator: Prof L van Rooyen, Tel No: 012 420 3319
e-mail: lvrooyen@hakuna.up.ac.za

Total credits: 120 **NQF Level:** 6

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	2	20		
Core modules	4	40	6	60
Elective modules				
TOTAL	6	60	6	60

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	Educational Studies	EDS 470	10
	Learning Mediation	LMD 470	10
Core modules	Life Skills	GOV 411	10
	Personal Development	GOV 412	10
	Sex Education	GAV 411	10
	Sexual Development and Maturation	GAV 412	10
	Family Education	GOV 421	10
	Life Skills Programme	GOV 422	10
	Sexual Functioning	GAV 421	10
	Social Trends	GAV 422	10
	Practice	VGZ 421	10
	Classroom Practice	VGZ 422	10
Elective modules	None		

(v) EDUCATION MANAGEMENT (Code 09121170)

Package coordinator: Dr J Heystek, Tel No: 012 420 2766
e-mail: jheystek@hakuna.up.ac.za

Total credits: 120 **NQF Level:** 6

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	2	20		
Core modules	4	40	6	60
Elective modules				
TOTAL	6	60	6	60

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	Educational Studies	EDS 470	10
	Learning Mediation	LMD 470	10
Core modules	Education Management	OWB 411 and 412	20
	Organisation Management	OBT 411 and 412	20
	Education Law	OWR 421 and 422	20
	Education Management	OWB 421 and 422	20
	Organisation Management	OBT 421 and 422	20
Elective modules	None		

(vi) **SPECIAL NEEDS EDUCATION (Code 09121180)**

Package coordinator: Dr D Naudé, Tel No: 012 420 2772
e-mail: hnaude@hakuna.up.ac.za

Total credits: 120 **NQF Level:** 6

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	2	20		
Core modules	2	40	3	60
Elective modules				
TOTAL	4	60	3	60

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	Educational Studies	EDS 470	10
	Learning Mediation	LMD 470	10
Core modules	Learners with Problems	LMP 401	20
	Assessment of Learners with Problems	ASS 401	20
	Practical Experience	PRE 402	20
	Learners with Problems	LMP 402	20
	Learning Support Programs	LGS 402	20
Elective modules	None		

E.5 POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

This certificate is presented in the following fields of specialisation:

- Early Childhood Development and Foundation Phase (09227010)
- Intermediate Phase (09227020)
- Senior Phase (09227030)
- Further Education and Training (09227040)

(a) Requirements of admission

1) Early Childhood Development and Foundation Phase

2) Intermediate Phase

- A Baccalaureus degree

3) Senior Phase

- A Baccalaureus degree with two approved school subjects passed on 200 level; and a pass mark in one of the following subjects: Mathematics, Natural Sciences or Technology in Grade 12.

4) Further Education and Training

- A Baccalaureus degree with at least one approved school subject passed at 300 level and one at 200 level. Other requirements are stipulated under the specific field of specialisation.

(b) Computer literacy

Proof of computer and information literacy of all students will be established by means of a test. In the case of students not passing the test, it will be compulsory to take modules CIL 171–174.

MODULES	DESCRIPTION	CODE	Cr
	Social Context of Education	COE 410	12
	Professional Portfolio	PPF 420	12
Elective modules	As prescribed in the field of specialisation.		
1. Early Childhood Development and Foundation Phase	Compulsory:		
	Literacy	ECD 401	8
	Numeracy	ECD 402	8
	Life Skills	ECD 403	8
2. Intermediate Phase	Choose <u>five</u> of the following learning programmes:		
	Languages	IPH 401	5
	Mathematics	IPH 402	5
	Art and Culture	IPH 403	5
	Social Sciences	IPH 404	5
	Life Skills, Economy and Community	IPH 405	5
	Science and Technology	IPH 406	5
3. Senior Phase	Choose <u>two</u> subject in accordance with the degree subjects and <u>one</u> of Mathematics, Science or Technology		
	Languages	SPH 401	8
	Mathematics	SPH 402	8
	Art and Culture	SPH 403	8
	Social Sciences	SPH 404	8
	Life Orientation	SPH 405	8
	Economic and Management Sciences	SPH 406	8
	Natural Sciences	SPH 407	8
	Technology	SPH 408	8
4. Further Education and Training	Choose <u>two</u> methodologies in accordance with the ollowing degree subjects		
	Afrikaans	VAF 400	12
	African Languages	VAT 400	12
	Biology	VBL 400	12
	Business Management	VBM 400	12
	Economy	VEK 400	12
	English	VES 400	12
	Foreign Languages	VFL 400	12
	Geography	VGG 400	12
	History	VGS 400	12
	Consumer Sciences	VHE 400	12
	Hotel and Catering	VHS 400	12
	History of Art	VKG 400	12
	Commercial Law	VKR 400	12
	Art	VKS 400	12
	Music	VMU 400	12
	Physical Sciences	VNS 400	12
	Accounting	VRK 400	12
	Computer Typing	VRN 400	12
		VRS 400	12

Core modules	Curriculum Development	KRO 410	10
	Whole-brain Learning	HBL 410	10
	Problem-based Learning	PGL 410	10
	Assessment Practice	ASK 410	10
	Adult Learning	VWL 420	10
	Education and Training Practice	OOP 420	10
	Leadership and Management	LAM 420	10
	Academic Development	ADO 420	10
	Education Communication	OKO 420	10
	Education Technology	OWT 420	10
	Elective modules	None	

POSTGRADUATE PROGRAMMES

BACCALAUREUS HONORES DEGREE

E.7 BACCALAUREUS EDUCATIONIS HONORES [BEd(Hons)]

Applications are subject to selection.

(a) Requirements for admission

Subject to the stipulations of General Regulations G1.3 and G.62, a candidate can be admitted if he/she holds one of the following qualifications:

- (i) a Baccalaureus degree and a teacher's diploma (eg. BA + HED); or
- (ii) a four-year composite degree in Education [eg. BA(Ed)]; or
- (iii) an M + 4 teacher's diploma; or
- (iv) an M + 3 teacher's diploma and a Further Diploma in Education (FDE);
or
- (v) another academic qualification considered equivalent by the Dean for admission to a specific package. In this instance, the qualification will not be recognised for teaching purposes.

(b) Duration

- (i) The programme extends over a period of at least two semesters full-time or four semesters part-time.
- (ii) The programme must be completed within eight semesters.

(c) Degree with distinction

The degree is conferred with distinction on a student who has obtained an average of at least 75%, with a minimum of 70% in each module.

(d) Special examination (Also consult General Regulation 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 degree.

(e) Research project

Where required, a research project of limited scope must be handed in for examination, as prescribed by the particular department.

(f) The following packages are presented:

(i) ASSESSMENT AND QUALITY ASSURANCE IN EDUCATION AND TRAINING (Code 09240010)

Package coordinator: Prof WJ Fraser, Tel No: 012 420 2207
e-mail: wfraser@hakuna.up.ac.za

Total credits: 144 **NQF Level:** 7

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	4	48		
Core modules	3	36	5	60
Elective modules				
TOTAL	7	84	5	60

MODULES	DESCRIPTION	CODE	CR
Fundamental modules	Educational Studies	EDS 710	12
	Foundation of Educational Research	NME 715	12
	Introduction to Quantitative Research	NME 725	12
	Introduction to Qualitative Research	NME 740	12
Core modules	Research Project	AQA 780	12
	Assesment Approaches and Intruments	API 710	12
	Assessment in Practice*	API 720	12
	Quality Assurance Approaches and Instruments	QPI 710	12
	Quality Assurance in Practice**	QPI 720	12
	Curriculum and Learning Programme Design and Development	CDD 710	12
Elective modules	Facilitating Learning: Cultivating Expertise	CFL 710	12
	Instructional Design and Development	IDD 720	12
	None		

* API 710 is a prerequisite for API 720.

** QPI 710 is a prerequisite for QPI 720.

Please note: The core modules will be presented in English only.

(ii) CURRICULUM AND INSTRUCTIONAL DESIGN AND DEVELOPMENT (Code 09240020)

Package coordinator: Dr A van Loggerenberg, Tel No:012 420 2771
e-mail: avlogger@hakuna.up.ac.za

Total credits: 144 **NQF Level:** 7

MODULES	DESCRIPTION	CODE	Cr
	Technology Education Fundamentals	TNO 740	12
	Technology Education in Practice	TNO 711	12
	Technological Competencies	TNO 721	12
Elective modules	None		

(iv) COMPUTER-INTEGRATED EDUCATION (Code 09240050)

Package coordinators: Prof JG Knoetze and Dr AS Blignaut,
Tel No: 012 420 2886/2372
e-mail: jknoetze@hakuna.up.ac.za;
seugnet@postino.up.ac.za

Total credits: 120 **NQF Level:** 7

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	4	48		
Core modules	2	24	4	48
Elective modules				
TOTAL	6	72	4	48

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	Educational Studies	EDS 710	12
	Foundation of Educational Research	NME 715	12
	Introduction to Quantitative Research	NME 725	12
	Introduction to Qualitative Research	NME 740	12
Core modules	Instructional Tools and Multimedia	CTM 710	12
	Computers as Cognitive Tools	CIT 720	12
	Assessment of Educational Programmes	CAE 712	12
	E-learning	CEL 712	12
	Computer-based Assessment	CIA 722	12
	Research Project	CIE 780	12
Elective modules	None		

- (g) The following packages of the BEd(Hons) programme is in the process of being developed and will be presented in 2003:
- (i) Learner Support, Guidance and Counselling
 - (ii) Education Management, Law and Policy.

MASTER'S DEGREES

MASTER'S DEGREES

Also consult General Regulations G.30 to G.44.

All applications are subject to selection.

E.8 MAGISTER EDUCATIONIS (MEd)

(a) Requirements for admission

Subject to the stipulations of General Regulation G.30, a candidate can be admitted if he/she holds one of the following qualifications:

- (i) a BEd(Hons) degree; or
- (ii) an applicable Honores degree and a teacher's diploma.

(b) Duration

- (i) A minimum of one academic year for the research programme and two years (four semesters) for the course work packages.
- (ii) The programme must be completed within four years (eight semesters).
- (iii) If students wish to discontinue their studies after successfully completing all the modules (with the dissertation of limited scope still outstanding), they may apply for the Postgraduate Diploma in Education which will be issued at a graduation ceremony.

(c) Research Methodology

All master's students who submit a dissertation or a dissertation of limited scope must pass Research Methodology 715, 725 (NME 740). A student may apply for exemption from this requirement if these modules (or similar modules) have been passed recently.

(d) 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 and the MPhil degree is conferred with distinction on a student who obtains at least 75% in the mini-dissertation and an average of at least 75% in the remaining modules.

(e) MEd degree with course work:

(i) ENVIRONMENTAL EDUCATION (Code 09250481)

Package coordinator: Prof WJ Fraser, Tel No: 012 420 2207
e-mail: wfraser@hakuna.up.ac.za

Total credits: 240 **NQF Level:** 8

Modules	Year 1	Credits	Year 2	Credits
	Number		Number	
Fundamental modules	2	40		
Core modules	3	60	1	120
Elective modules	1	20		
TOTAL	6	120	1	120

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	Foundations of Environmental Education	ENO 811	20
	Teaching and Learning in Environmental Education	ENO 821	20
Core modules	Environmental Paradigms	ENV 810	20
	Environmental Governance	ENV 811	20
	Environmental Analysis, Assessment and Modelling	ENV 812	20
	Mini-dissertation	ENV 895	120
Elective modules	Choose one module:		
	Eco-tourism	GGY 887	20
	Philosophy of the Environment	FIL 886	20
	Polar and Mountain Environments	OMS 883	20
	International Environmental Law	PUR 820	20
	Curriculum Development and Assessment in Science Education	SCE 883	20
	Trends in Science Education	SCE 884	20

(f) The following packages of the MEd programme are in the process of being developed and will be presented in 2003:

- (i) Learner Support, Guidance and Counselling
- (ii) Education Management, Law and Policy
- (iii) Computer-integrated Education
- (iv) Science and Technology Education
- (v) Curriculum, Assessment and Quality Assurance.

(g) **MEd programme with dissertation**

Also consult General Regulations 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. A literature study is not acceptable.

(ii) Disciplines	Field of study code	Dissertation code
• Learner Support, Guidance and Counselling	09250500	LVB 890
• Maximising Potential in Education and Training	09250510	MPP 890
• Curriculum and Instructional Design and Development	09250540	CDV 890
• Assessment and Quality Assurance	09250560	AQA 890
• Education Management, Law and Policy	09250570	OWB 890

E.9 MAGISTER PHILOSOPHIAE (MPhil)

Consult also Regulation E.10(b)-(e)

This is an interdisciplinary qualification and will provide persons who did not receive any previous tertiary training in the Faculty of Education, the opportunity to further their postgraduate studies in the Faculty.

(a) Requirements for admission

Candidates who hold a suitable honours degree may be admitted to this programme.

(i) EDUCATION FOR COMMUNITY DEVELOPMENT (Code 09250700)

Package coordinator: Prof JA Slabbert, Tel No: 012 420 2773
e-mail: jslabber@hakuna.up.ac.za

Total credits: 240 **NQF Level:** 8

Modules	Year 1	Credits	Year 2	Credits
	Number		Number	
Fundamental modules				
Core modules	8	120	1	120
Elective modules				
TOTAL	8	120	1	120

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	None		
Core modules	Education and Community: Relationships for Development	EAC 880	15
	Leadership in Education	OWB 882	15
	Curriculum and Education: Developing Professional Learning Communities	CED 880	15
	Communication for Community Development	CCR 880	15
	Multicultural Education for Community Development	MCD 880	15
	Political and Policy Theories for Community Development	PPC 880	15
	Introduction to Health and Health Care	IHC 880	15
	Settlement and Housing Development	SHD 880	15
Mini-dissertation: A valid and reliable scientific centrepiece research project incorporating and integrating all modules	CDV 895	120	
Elective modules	None		

DOCTORAL DEGREES

E.10 PHILOSOPHIAE DOCTOR (PhD)

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

(a) Requirements for admission

Subject to the stipulations of General Regulation G.45, a student who holds an MEd degree or another qualification considered equivalent by the Dean, may be admitted to study for the PhD degree in Education.

(b) Students for the PhD degree must:

- (i) submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the head of department, supervisor and research coordinator, before they can start with the research;
- (ii) submit a thesis for examination on a topic approved by the Dean on the recommendation of the head of department; and
- (iii) pass an oral examination.

(c) Research Proposal

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

(d) Minimum duration of study and requirements of doctoral degrees

Also consult General Regulation G.51.

A doctoral 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 doctoral degree at the University prior to submitting his/her thesis.

(e) Field of study	Field of study code	Subject code	
		Examination	Thesis
• Assessment and Quality Assurance in Education and Training	09261500	AQA 900	AQA 990
• Maximising Potential in Education and Training	09261510	MPP 900	MPP 990
• Computer-integrated Education	09261520	CIE 900	CIE 990
• Education Management, Law and Policy	09261530	OWB 900	OWB 990
• Learner Support, Guidance and Counselling	09261540	LVB 900	LVB 990
• Curriculum and Instructional Design and Development	09261560	CDV 900	CDV 990

(f) Seminar-based PhD *

*** Subject to approval by the Council on Higher Education (CHE).**

Students must:

- attend the compulsory seminars and discussion classes;
- submit assignments;
- defend a research proposal successfully;
- submit a thesis for examination; and
- pass an oral examination.

Field of study	Field of Study code	Subject code	
		Examination	Thesis
• Education Policy Studies	09261570	OWB 905	OWB 995

E.11 DOCTOR EDUCATIONIS (DEd) (Code 09261700)

Also consult General Regulation G.56.

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

(a) Guidelines for evaluation

(i) 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 field of study; and
- 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.

(ii) 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.

E.12 OTHER REGISTRATIONS

(a) Postgraduate Diploma in Education (Reg.E.8(b)(iii)).

- | | | |
|------|-----------------------------|----------|
| (i) | Education Management | 09225001 |
| (ii) | Computer Assisted Education | 09225002 |

(b) Single subjects – for non-degree purposes.

Local	Undergraduate	Postgraduate
(i) Education Special	09180001	09280001
(ii) Education Non-examination purposes	09190001	09290001
Foreign	Undergraduate	Postgraduate
(i) Education Foreign	09185001	09285001
(ii) Education Foreign Non-examination purposes	09185002	09285002
(iii) Education Foreign Co-operation	09185003	09285003
(iv) Education Foreign Exchange	09185004	09285004

SYLLABI

Abbreviations:

Language: A/E	=	separate lectures for Afrikaans and English
A&E	=	double medium
lpw	=	lectures per week
ppw	=	practicals per week
Year	=	year module
Sem	=	semester module
Qr	=	quarter module
Cr	=	credit value

1. EDUCATION for BA, BSocSci and BPsych

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
OPV 151			3		1		1	6
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			3		1		2	6
Problems of society								
Anti-child culture in modern society; social-education problem areas; anorexia nervosa; AIDS; latchkey children; child abuse; poverty culture; satanism; drug and alcohol abuse.								
OPV 153			3		1		3	6
Educational psychology								
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			3		1		4	6
Life skill facilitation								
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			3		2		1	10
Child development								
Orientation in terms of developmental theories – implications for education and teaching. Exposition of the following in the developmental phase (neo-natal, baby, preschool child, middle and late childhood years and adolescence): physical development (growth, motor, brain, sex differences and gender role development); cognitive and language development; social, moral and emotional development. Milestones and developmental tasks in each phase; family tasks. Parent guidance programmes and development programmes for children.								

OPV 252			3		2		2	10
Learning models for life long learning								
Historical foundations for learning: behaviourism, neo-behaviourism, social learning, cognitive and gestalt perspectives, information processing, humanism, ecological. Learning models for the 21 st century: brain-based learning; experiential learning; constructivist 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			3		2		3	10
Curriculum development								
Curriculum and culture: theoretical curriculum design and development (CDD) model specific to the field of specialisation of the learner; 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 developmental criteria; curriculum development models; assessment of the school and training curriculum; curriculum development steps.								
OPV 254			3		2		4	10
Learning programme design								
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; various education models. Competence-based education; outcomes-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			4		3		1	15
Education and its practical manifestations								
Philosophy and science; meta-theories in education; a phenomenological manifestation of educational characteristics; education for a democratic society.								
OPV 352			4		3		2	15
Multi-cultural education								
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			4		3		3	15
Transforming education systems								
The module is aimed at understanding the 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			4		4		3	15
SA Education system								
Understanding the 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.								

EDUCATION (FOR BPSYCH ONLY)

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
OPV 355	OVS	A/E	2		3		3	6
Child Interviewing Skills								
Difference between child and adult communication. Prerequisites and underlying principles of effective communication with children. The nature of barriers that can impede effective communication with children. The utilising of knowledge, skills and values underlying effective communication skills with children.								
OPV 356	OVS	A/E	2		3	1		15
Developmental Play								
Focusing on childhood development during age 0 to 9 years, types of play are examined and appropriate activities are devised to stimulate, support or promote adequate emotional, sensori-motor, cognitive and social development in cases of intrinsic and extrinsic barriers to learning, to achieve learning readiness and/or alleviate learning difficulties.								
OPV 358	OVS	A/E	2		3	2		15
Behavioural and Emotional Problems								
Holistic approach in understanding the child. Models explaining child deviancy. The cyclic dynamics underpinning behaviour and emotional difficulties in children. Manifestations of specific behaviour and emotional problems. Identifying and responding appropriately to the need for referral.								
OPV 359	OVS	A/E	2		3	2		15
Learning Problems								
The symptoms of learning difficulties and special educational needs in all school phases and all contexts a learner finds him-/herself in: school, home, community, culture, society, as well as the causes of these learning problems. Theories on barriers to learning.								
OPV 360	OVS	A/E	1			1		15
Analysis of Behavioural Problems								
The dynamics of underlying problems within the family relating to the child. A child-focused anthropology in the explanation of family dynamics. Educational styles and its effect on the realisation of the child's different potentials. Identify impeding circumstances within the eco-context that impact on the family functioning. A holistic approach in understanding the child. Models explaining child deviancy. The cyclic dynamics underpinning behaviour and emotional difficulties in children, manifestations of specific behaviour and emotional problems. Identifying and responding appropriately to the need for referral.								
OPV 455	OVS	A/E	1			2		15
Group-based Intervention								
Group processes. Intra-group relationships. Facilitation skills. Community situation analysis. Age level-appropriate group intervention strategies for behaviour, emotional, learning and career needs.								
OPV 456	OVS	A/E	1			1		15
Parental Guidance								
A selection of themes related to the guidance and education of parents and families with a view to their receptive functioning. The focus is on psycho-educational strategies to prevent and deal with parental, developmental and learning problems.								
OPV 457	OVS	A/E	1			1		15
Career Guidance								
Theoretical approaches to guidance and counselling. Professional profile of a career Educationist. Career guidance needs of South Africans. National and international indicators in career guidance. Career guidance content. Multicultural, individual and group-based career guidance.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
OPV 458	OVS	A/E	1			2		15
Interventions for Problems in Language, Literacy, Communication, Numeracy Skills and Mathematics								
Assessment of language, literacy, communication, numeracy and mathematics problems in the foundation and intermediate school phases: approaches and techniques to support learners with difficulties in language, reading, writing, numeracy and mathematics.								
OPV 460	OVS	A/E	1			1		15
Life Skills								
The field of life skills. The empowering value of life skills. Facilitation of life skills. Intrapsychic life skills: self-awareness and the forming of identity. Self-regulation by means of pro-active self-task. Interpsychic life skills: motivation and perseverance. Empathy. Interpersonal relationships. A theoretical template for a guidance and counselling model in core life skills. Case studies of the application of a guidance and counselling model in core life skills.								

Syllabi for modules OPV 455, 457 and 460 correspond with the modules GBI 720, BPV 710, LVH 710 of the BEd(Hons) (Learner Support, Guidance and Counselling).

2. ADVANCED CERTIFICATE IN EDUCATION (ACE)

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
AAK 401	Centre for AAC	E			1			20
Introduction to Severe Disabilities								
To familiarise the student with the field of severe disabilities by identifying learners with severe disabilities and their needs in the classroom.								
AAK 402	Centre for AAC	E			1			20
Communication and Functional Literacy for Learners with Severe Disabilities								
To familiarise students with approaches and strategies to facilitate communication and literacy in learners with little or no functional speech.								
AAK 403	Centre for AAC	E			2			20
Collaborative Teaming								
To familiarise the student with the organisation and functioning of transdisciplinary teams which would include family members, teachers, therapists, the learner with the disability and their significant others.								
AAK 404	Centre for AAC	E			2			20
Inclusion of Learners with Severe Disabilities in the Classroom								
To familiarise the student with the design of appropriate learning programmes, modules and lesson plans for learners with severe disabilities included in the classroom.								
AAK 405	Centre for AAC	E			2			20
The Facilitation of Life Skills in Learners with Severe Disabilities								
To familiarise students with principles and practices in the design of appropriate learning programmes to facilitate the development of life skills for learners with severe disabilities.								
ASE 400	OOK	A&E	Block lectures					10
Assessment in Social Sciences Education								
Nature and structure of the social sciences. The social science process skills and related functions. Generating evidence in the social sciences. Relationship between tasks and								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
performance. Selecting assessment strategies and methods (evidence-gathering methods) for the social sciences. Writing outcomes. Integrating outcomes. Writing performance criteria. Writing assessment criteria. Writing range statements. Scoring tests in the social sciences. Different types of tests for the social sciences. Rating performance.								
ASP 400	OOK	A&E	Block lectures					10
Assessment Principles Theoretical foundations regarding the following: Recent trends in assessment and evaluation; research in assessment and evaluation; assessment from a Positivist and Constructivist point of view; edumetric models; reasons for assessment to be applied; functions and purposes of assessment; development of multiple opportunities; performance and human diversity; the nature of human performance; cognitive; psychomotor and affective influences; task description and task performance; the assessment and instructional gaps; performance-based assessment; authentic assessment; continuous assessment; variables influencing assessment; the aims with OBE assessment: formative and summative assessment: diagnosis of learning problems; improvement of the quality of learning; enhancement of teaching and learning; application of assessment principles in OBE: reliability, validity, fairness and practicality; association between reliability and validity; transparency in assessment.								
ASS 401	OVS	E	Block lectures					10
Assessment of Learners with Problems Identification and evaluation of learning problems. Formal ways of identifying learning problems. Informal ways of identifying learning problems. Visual, auditory and tactile perception problems. Motor and psychomotor problems. Observation and identification of problems with reading, writing, spelling, mathematics and school readiness. Reading, spelling, and auditory perception tests, tests for motor coordination and word lists.								
ASU 400	OOK	A&E	Block lectures					10
Assessment Strategies for OBE Practical implementation of the former module: Evidence generation and the assessment gap; error of measurement and influence on test reliability; assessment generation strategies and appropriate criteria to be taken into consideration when constructing assessment strategies for OBE and CBE; diversity and special needs education; oral examinations and demonstration of evidence by means of oral presentations; simulations and performance roles; portfolios, journals, practical examinations, assessment of practical work, peer assessment, work-place assessments, cooperative assessment practices, projects, group work. Different types of questions and the construction of such questions. Writing of outcomes and performance criteria. Developing assessment criteria. Writing assessment criteria and range statements.								
ATO 400	OOK	A&E	Block lectures					10
Assessment in Language Education Nature and structure of the languages. The language process skills and related functions. Generating evidence in the languages. Relationship between tasks and performance. Selecting assessment strategies and methods (evidence gathering methods) for the languages. Writing outcomes. Integrating outcomes. Writing performance criteria. Writing assessment criteria. Writing range statements. Scoring tests in the languages. Different types of tests for the languages. Rating performance.								
AWO 400	OOK	A&E	Block lectures					10
Assessment in Mathematics Nature and structure of mathematics. The mathematical process skills and related functions. Generating evidence in mathematics. Relationship between tasks and performance. Selecting assessment strategies and methods (evidence-gathering								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
methods) for mathematics. Writing outcomes. Integrating outcomes. Writing performance criteria. Writing assessment criteria. Writing range statements. Scoring tests in mathematics. Different types of tests for mathematics. Rating performance. Initial evaluation tests in mathematics. Construction and use of diagnostic tests in mathematics.								
CAE 451	OOK	E		6			4	10
Assessment of Educational Programmes								
The purpose of this module is to enable the candidate to assess computer-integrated instructional and cognitive tools using predefined tools.								
CEL 452	OOK	E		6			1	10
E-learning								
The purpose of this module is to enable the candidate to implement computer-integrated web-based information systems in various learning areas.								
CFM 452	OOK	E		6			3	10
Financial Management								
The purpose of this module is to enable the candidate to use computer-integrated financial management systems for education and training.								
CIA 400	OOK	A&E	Block lectures					10
Computer-integrated Assessment in Education and Training								
The purpose of this module is to enable the candidate to implement computer-integrated assessment tools in education and training.								
CIS 452	OOK	E		6			2	10
Information Systems								
The purpose of this module is to enable the candidate to use database management information systems for education and training.								
CIT 451	OOK	E		6			3	10
Cognitive Tools								
The purpose of this module is to enable the candidate to implement computer-integrated cognitive tools in various learning areas.								
CME 452	OOK	E		6			3	10
Manage Extramural Activities								
The purpose of this module is to enable the candidate to use computer-integrated systems to manage various extramural programmes in education and training.								
CMM 452	OOK	E		6			4	10
Multimedia								
The purpose of this module is to enable the candidate to implement computer-integrated multimedia applications in education and training.								
CTA 451	OOK	E		6			2	10
Instructional Tools								
The purpose of this module is to enable the candidate to implement computer-integrated instructional tools in various learning areas.								
CTC 451	OOK	E		6			2	10
Computer Technology								
The purpose of this module is to enable the candidate to understand and use the various computer-based technologies applicable to education and training.								
EDS 470	OPS	A&E	Block lectures					10
Educational Studies								
Human rights and values (especially equality) in education. Concepts of human development: diversity and identity, modernity and self-concept, cognitive and emotional development. South African education in a changing contemporary world: global local interaction with education. Changing fields of understanding, knowledge construction and education.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
FOB 400	OOK	A&E	Block lectures					10
Foundation of OBE								
<p>Departure from the Positivist and industrial paradigms to the Postmodern paradigm of thinking. Problems of performance; Product-driven versus the outcomes-based paradigm of thinking. The construction of outcomes. Knowledge (information). Task specification. Performance criteria. Assessment criteria and range statements. Development of standards. Different types of outcomes: critical cross-field outcomes. The writing of cross-field outcomes. Specific outcomes. OBE, competence-based education and mastery learning. Spady's principles of OBE: clarity of focus. Designing down principle. Creation of multiple opportunities. Demonstration of performance. Visibility of performances. Facilitation and mediation of learning. Curriculum 21. Learning areas and subject specialisation.</p>								
GAV 411	OOK	A/E	Block lectures		1			10
Sex Education								
<p>Concepts/Terminology. The language of sex and sexuality. Power and the language we use. Power dynamics in relationships. Value-laden words/phrases. Discriminatory language or other representations in magazines, television, etc. Discrimination and the effect thereof on high-risk behaviour. Sexuality and cultural differences. Boys' /girls' vocabulary. Comfort exercise, words and gestures. Sex, sexuality, sexuality education. Sex education vs. sex information. Sexual orientation, research (Kinsey, Masters & Johnson, Olivier), theories. Sexual orientation, a choice and way of being, acceptance and non-discrimination. Sex education. Role of the parents vs. role of the school. Cooperation between the home and the school. Shared goals. Sexual development and sex education. The child as a sexual being. Sex education during babyhood, pre-school, primary school, pre-puberty, puberty, adolescence, adulthood, middle age, old age. Age-appropriate behaviour. The character connection - <i>family values</i>.</p>								
GAV 412	OOK	A/E	Block lectures		1			10
Sexual Development and Maturation								
<p>Biological and related aspects regarding sexuality. Male and female sexual systems. Related aspects regarding sexuality. Puberty and adolescence. Characteristics and developmental tasks. Sexual maturation and related aspects in boys/girls. Particular problems that occur during puberty and adolescence. Questions. How to deal with sensitive questions. Common questions asked by teenagers. Relationships. The relation between self-esteem and behaviour and the impact on relationships. Risk factors for being involved in harmful and/or violent relationships. Harmful relationships (profiles of people who relate in harmful ways, kinds of harmful relationships, what to do about harmful relationships). Violent relationships (types, strategies for recovering and healing from, self-protection strategies). Sexual behaviours that interfere with relationships. Friendships (initiating, handling rejection, maintaining). Dating (benefits, risks, standards, skills). Dating Skills Checklist. Date rape (drug use, date rape drugs, the Law and date rape, recovery, prevention strategies). Sexual harassment. Stalking. Abstinence as a choice, benefits, limits in a relationship, resisting pressure. Sexually active teens (risks, parental involvement, options, contraception).</p>								
GAV 421	OOK	A/E	Block lectures		2			10
Sexual Functioning								
<p>Fertilisation, "making love" – how the body works. Pregnancy. Lifestyle habits to adopt before planning to have a baby. Physical and psychological preparation. Health of mother and child. Environmental influences. Life inside the womb. Demands made by a pregnancy and the influence thereof on the life of the parents. Responsibility of the parents. Teenage pregnancy. Birth. The Postpartum Period: adjustments, bonding, breast feeding, sexual intercourse. Contraception. Different types, advantages vs. disadvantages, safety, correct</p>								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
use, availability, prevention of STD's. Teaching about condom use as a way of preventing transmission of STD's (what to know about condoms, what to teach about condoms).								
GAV 422	OOK	A/E	Block lectures	2				10
Social Trends								
<p>Health literacy. Self-examination: Testicular, breasts. Medical examination: Rectal examination of the prostate, breasts, vagina/uterus – Pap smear. Influence of the media: Media literacy, analysis of advertisements, identification of language and visual representations which encourage discrimination and oppression, impact of the media on decision making and behaviour. Questions to evaluate media messages. Computers and the internet. Smash or Trash? Healthy entertainment vs. harmful entertainment. Sexually transmitted diseases. Transmission: penile-vaginal, penile-anal, oral-genital, mutual masturbation, multiple sex partners, prostitution, open-mouth kissing, sharing of equipment, drug users, tattoos, ear piercing, blood sharing ceremonies, contact with body fluids, mucous membranes, broken skin, blood transfusion, tissue transplants, altering the acidity of the vagina, perinatal transmission, contact with objects of infected persons. Common Sexually Transmitted Diseases. Less common STD's.</p> <p>HIV/AIDS. Official documents. Department of Health. Department of Education. Design of a School Policy. The disease, its history and future. Global statistics, Africa, Sub-Saharan, South Africa. Tendency e.g. in certain age groups. HIV Infection, how the body defends itself from Pathogens. How the body responds to HIV. Transmission of HIV: penile-vaginal, penile-anal, oral-genital, mutual masturbation, multiple sex partners, prostitution, open-mouth kissing, sharing of equipment, drug users, tattoos, ear piercing, blood sharing ceremonies, contact with body fluids, mucous membranes, broken skin, blood transfusion, tissue transplants, altering the acidity of the vagina, perinatal transmission, contact with objects of infected persons. Testing. Diagnostic tests. HIV status. Official Policy. Progression of HIV and AIDS: initial signs and symptoms, opportunistic infections. Treatment: Keeping the Immune System healthy, drugs that are available. Universal Precautions for Health Care Workers. Initial Signs and Symptoms. Opportunistic Infections. Attitudes, knowledge and beliefs about HIV/AIDS with reference to myths on transmission and protection, origins of the virus and living with HIV/AIDS, cultural and gender issues. Through story telling and role plays an understanding of the emotional and ophysical challenges that face people who are living positively with HIV/AIDS.</p> <p>Sexual deviations: deviation of object: transvestism, necrophilia, paedophilia, zoophilia. Deviation of act: sadism, masochism, coprolalia, scopophilia, exhibitionism. Deviation of urge: frigidity, nymphomania, impotence, anorgasmic. Sexual Rights and the Law.</p>								
GOV 411	OOK	A/E	Block lectures	1				10
Life Skills								
The Learning Area: life orientation. Life skills and life skills education. Concepts motivation and need. Aims. Components. Different types of life skills. Skills for "Being Together": Cultural differences, social sensitivity, communication, gestures and body language.								
GOV 412	OOK	A/E	Block lectures	1				10
Personal Development								
Developmental needs of children and adolescents in the foundation, intermediate and senior phases (GETB). Self-awareness, self-concept and self-esteem. Personal and interpersonal relationships. Beliefs and value sensitivity. Human rights. Healthy and balanced lifestyle. Emotions. Social responsibility. Self and the school. Self and the community.								
GOV 421	OOK	A/E	Block lectures	2				10
Family Education								
Family relationships. Family changes. Conflict, divorce, single-custody family, remarrying, losing a job, going to jail, illness and death. The blended family. Adjusting to change. Family								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
cultures. Orphans, older people with special needs. Family values. How to be a loving family member. How to contribute to healthy and happy family life. Family building blocks.								
GOV 422	OOK	A/E	Block lectures		2			10
Life Skills Programmes								
Different existing Life Skills Programmes. Eshowe Life Skills Programme. Soshanguve Life Skills Programme. Uganda Life Skills Programme. District of Columbia Public Schools Life Skills Programme. Programmes funded by USAID e.g. Pathfinder Life Skills Programme. Planned Parenthood Life Skills Programme. Life Skills Programme for South African Schools. Developing and implementing a Life Skills Programme. Coping skills. Stress, conflict, violence, crime, abuse, trauma and crisis, death, HIV/AIDS in the family, divorce rape, alcoholism, drug abuse. Depression and suicidal tendencies. Support Services in the community. Parental guidance. Family guidance. Community guidance. Counselling children, adolescents and their family.								
KAU 400	OOK	A&E	Block lectures					10
Continuous Assessment for OBE								
Performance-based assessment strategies. Defining and describing performance in the classroom. Continuous assessment. Continuous assessment planning. Group work assessment in co-operative learning. Assessment strategies for diverse student characteristics. Assessing learners with specific needs. Development of score sheets. Questionnaires. Rubrics and inventories. Performance of task analyses and job descriptions. Scoring of performance. Assessment of prior learning experience. Placing learners to performance. The school system and assessment practices. Changing the system to fit OB assessment. Assessment of problem-solving, creativity and workplace-related skills and competencies.								
LGS 402	OVS	E	Block lectures					10
Learning Support Programmes								
Establishment of learning support programme. Provision of a learning support programme. Learning support sessions. Evaluation of learning support programmes. Practical experience.								
LMD 470	OOK	A&E	Block lectures			1		10
Learning Mediation								
The function of the learning mediator role as the central educator role. The applied and integrated competence required in terms of the six educator roles as they relate to the central educator role of learning mediation, namely:								
<ul style="list-style-type: none"> • Interpreter and designer of learning programmes and materials • Leader, administrator and manager • Scholar researcher and lifelong learner • Community, citizen and pastoral role • Assessor • Learning area/subject/phase specialist. 								
How to mediate learning in a manner that is sensitive to the diverse needs of the learner, including those with barriers to learning. Construct learning environments that are appropriately contextualised and inspirational. Communicate effectively showing recognition of and respect for differences of others. In addition, how to demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context.								
LMP 401	OVS	E			1			20
Learners with Problems								
Child development and problems in child development. Educational problems. Disabilities in children. Social, emotional and behavioural problems. The learning event.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
Learning and teaching problems. Problems relating to language development, reading, spelling, handwriting and mathematics. The teacher and the child with problems.								
LMP 402	OVS	E			2			20
Learners with Problems								
Causes of behavioural problems. Types of behavioural problems. Dealing with the challenge of behaviour problems. Emotional and social problems. Dealing with the challenge of emotional and social problems. The prevention of behavioural, emotional and social problems. Support methods for learners with learning problems. Approaches to rendering support. Teaching strategies. Supporting learners with motor, perceptual, reading, mathematical, spelling, handwriting and learning problems.								
OBT 411	OBBS	A/E	Block lectures		1			10
Organisation Management								
Management in a multi-cultural organisation in South African. The school as an organisation. School culture and climate. Organisation development. Management of the education organisation. The school in the national system. Motivation theories. Human resource management.								
OBT 412	OBBS	A/E	Block lectures		1			10
Organisation Management								
Allocation of personnel. Personnel development, in service training, empowerment. Recognition and assessing of the skills of teachers. Classroom management. Leadership. Effective schools. Management of parent involvement.								
OBT 421	OBBS	A/E	Block lectures		2			10
Organisation Management								
Organisational theory. Management of change. School administration. Information management.								
OBT 422	OBBS	A/E	Block lectures		2			10
Organisation Management								
Budget. Administration of school fees. Management of facilities. Stock control.								
OWB 411	OBBS	A/E	Block lectures		1			10
Education Management								
Orientation to education management. Cyclical management functions: planning, organising, leading and control.								
OWB 412	OBBS	A/E	Block lectures		1			10
Education Management								
Time and stress management, micro politics in schools, effective schools.								
OWB 421	OBBS	A/E	Block lectures		2			10
Education Management								
Problem solving, decision making. Communication to improve interpersonal relations.								
OWB 422	OBBS	A/E	Block lectures		2			10
Education Management								
Conflict management. Negotiation strategies, management of change in schools.								
OWR 421	OBBS	A/E	Block lectures		2			10
Education Law								
Recent legislation. Educators and labour law.								
OWR 422	OBBS	A/E	Block lectures		2			10
Education Law								
The rights and duties of learners, educators and parents. Law and rights. Education and the Constitution. School governance.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
PRE 402	OVS	A/E			2			20
Practice Experience								
Assessment, interviewing and intervention with learners with special educational needs. Written report on findings.								
QAO 400	OOK	A/E	Block lectures					10
Quality Assurance in OBE								
SAQA and the NQF. Nature and construction of standards. Standard units. Maintaining standards. Practices and procedures. Maintaining and monitoring standards. Excellence in performance. International standards. Role of the Standard Generating Bodies (SGBs). Developing programmes. Assessment of programmes. Criteria and categories appropriate to the maintenance of standards. Programme development. Course and instructional design. Tutors. Learner support. Assessment of learners. Success rates. Development of human potential. Management and administration. Professional conduct. Promotion and human capacity development. Marketing. Co-operation between institutions. Curriculum development and curriculum evaluation.								
RAF 400	OOK	A&E	Block lectures					10
Reporting and Feedback								
Using score cards and marks sheets to report on learners' progress; interpreting score cards; using standardised tests and applying standardised tests to learners in the classroom; interpreting learners' scores in terms of the normal and standard scores; knowing and using standards, etc.; reporting on diagnostic instruments; problem identification and recommendations; feedback to parents and other role-players; interviews with learners and teachers; motivation in assessment and learning; the impact of assessment of performance.								
SFA 400	OOK	A&E	Block lectures					10
Statistics for Assessment								
Knowledge of, understanding and calculation of the following: raw scores, frequencies, totals, mode, median, averages (means), error scores, standard deviation, test reliability, test reliability coefficients, discrimination indices, difficulty levels, equation of scores, construction of rubrics in competence- and outcomes-based education, grading of rubrics, grading scales, level descriptors, levels of performance, utilisation of PC programmes that can calculate the listed values, scores and item discrimination indices where applicable.								
VGZ 421	OOK	A/E	Block lectures	2				10
Practice								
The learner: his or her pre-knowledge, previous experience. Unconditional acceptance; The gift of good character. If you make wise decisions and you know it. Make wise decisions. Say-NO skills. Take a second look – ways to show respect. Good character is priceless. Armour of responsibility. Statue of liberty – Statue of responsibility. The character connection: Family values. Guidelines for making responsible decisions. How to use resistance skills. Character check-up. The educator: growing demands on the educator; requirements of the sexuality educator, the example of the educator, the educator in the role of the absent parent. Preparation and training of the educator. Importance of specific training, diverse training, continued training. Maintaining democracy, respect and peace. The demand for relevance. Considering of community interests, needs and diversity. The Model: building a new vision; of masculinity in real men; of femininity in all women; and culture of equality and mutual respect in sexual relations; of protecting women's and girl's vulnerability to violence, AIDS and unwanted pregnancy; of sex as a positive human experience.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
VGZ 422	OOK	A/E	Block lectures		2			10
Classroom Practice								
<p>The prevention model for educating about STD's. Teach the facts. Be clear and precise in the use of terms. Promote self-respecting behaviour. Emphasises prevention: use resistance skills. Encourage honest talk within relationships. The prevention model for education about HIV/AIDS. The model for using resistance Skills: <i>unfriendly persuasion</i>. Learning particular essential skills, expertise and techniques. Constructing a learning opportunity. Preparation and introduction. Class atmosphere. Seating of the learners. How to start, where to start. Forget yesterday! Remember the vulnerable and traumatised learner when dealing with content. How to deal with sensitive questions. How to ask sensitive questions. How to handle learner's answers and remarks. What to do when a learner reports a rape or sexual abuse. How to teach safety and caution. How to teach respect. How to deal with learner's "angry inside" or "hurting inside". How to use sensitive visual media. Protecting the innocent, guiding the clever and experienced learner. Curriculum infusion. Assessment.</p>								
WOA 400	OOK	A&E	Block lectures					10
Science Education Assessment								
<p>Nature and structure of the sciences. The science process skills and related functions. Generating evidence in the sciences. Relationship between tasks and performance. Selecting assessment strategies and methods (evidence-gathering methods) for the sciences. Writing outcomes. Integrating outcomes. Writing performance criteria. Writing assessment criteria. Writing range statements. Scoring tests in the sciences. Different types of tests for the sciences. Rating performance.</p>								

3. POSTGRADUATE CERTIFICATE IN EDUCATION

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
ASS 410	OOK	A/E	Block sessions			1		12
Assessment								
<p>Theory and practice of educational assessment. Recording and reporting of assessment. Self-assessment, peer assessment and formal assessment. Accommodations and alternative assessment of learners with a disability. The principals of designing the professional portfolio presentation and using it as assessment research, design and presentation of a professional portfolio.</p>								
COE 410	OOK	A/E	Block sessions			1		12
Social Context of Education								
<p>Contextual understanding of the human and sociological development impacting on education with particular reference to following an asset-based approach to managing a diverse, multicultural, multi-ethnic group of learners often contending with problematic home circumstances and under the threat of HIV/AIDS.</p>								
FCL 420	OOK	A/E	Block sessions			2		28
Facilitating Learning								
<p>Conceptualising changes in education and demonstrating change in education practice. Personal development through reflection on preferences, exploring own intelligences, own learning styles and clarifying a world vision on life and education. Studying the philosophy and principles of facilitating learning focussed on learner's potential development. Explore outcomes based education system. redefine existing teaching strategies in context of the learning paradigm. Develop a learning curriculum, design and implement learning challenges enabling learners to learn. Also those experiencing</p>								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
barriers to learning. Creating and managing a learning environment in which learners can construct and share meaning. Develop internal discipline, resolve conflict through debate, argument and negotiation. Rehearse the skills of communication, observation, reflection and lifelong learning to cope with learning, learning difficulties and diversity in the group. Utilise appropriate managing and intervention strategies to respond to authentic learning contexts such as HIV/AIDS, drugs violence, abuse, poverty, disability and other special educational needs. Understand the importance of collaboration, team teaching and networking. Develop an integrated approach supported by ICT pertaining to the seven roles of the teacher.								
FOE 410	OOK	A/E	Block sessions			1		6
Foundations of Education								
Exploration of theories and philosophies of learning and pedagogical knowledge impacting on change in education. Issues impacting on education related to decision-making in the classroom: school system, interpretation of policy documents and programme studies.								
GPE 410	OOK	A/E	Block sessions			1		6
Global Perspectives in Education								
Dealing with futuristic scenarios in education emerging from globalisation, word of work and contextual impact on education in South Africa. Interpreting the works of contemporary visionaries on the future education scenarios impacting on education in context of Africa. Creating management strategies in dealing with the age of technology, HIV/AIDS, new social structures, gender and racial issues. (WEBCT)								
ICT 400	OOK	A/E	Block sessions			1		7
Information Communication Technology								
Selecting, utilising and developing appropriate designs and levels of single purpose and multipurpose learners' support and assessment, using software, to assist educators in designing learning materials in field of specialisation, finding information, exploring the Internet and using an electronic portfolio.								
LNT 410	OOK	A/E	Block sessions			1		6
Learning Theories								
This study focuses on different theories of learning. Students will be challenged to explore most recent research on learning style preferences and motivation, whole-brain learning and multiple intelligences and possible causes of poor and underachievement to enable them to cater for the diversity of learners. Concepts, elements and skills of critical and creative thinking will be dealt with to create challenging learning environments (WEB-based).								
PEL 410	OOK	A/E	Block sessions			1		6
Professional Ethics and Law								
This module explores and reflects on human rights, environmental and democratic issues impacting on own practices. Critical analysis of education systems (education policy) and its impact on the micro level (in the classroom) in education. Knowledge of the elements of effective school management, systems of discipline and defining activities that promote an awareness of citizenship, human rights and the principles and values of the Constitution. Interpret educational legislation dealing with HIV/AIDS, drugs and violence. Identifying and internalising ethical professional educator behaviour. Using different assessment practices and evaluating the quality of learning.								
PPF 420	OOK	A/E	Block sessions			2		12
Professional Portfolio								
End of first semester progress assessment and feedback. End of the academic year: submission of a prepared professional portfolio as a valid and reliable scientific proof of								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
learning, integrating all modules. Present and defend the professional portfolio to a panel of examiners for final evaluation.								
1. EARLY CHILDHOOD DEVELOPMENT AND FOUNDATION PHASE								
ECD 401	OOK	A/E	Block sessions			1		8
Literacy Facilitating literacy and the exploration of children's literature. Design supportive learning material. Learn how to master the skills of reading and writing using different approaches in acquiring literacy skills in the different age groups (0-9).								
ECD 402	OOK	A/E	Block sessions			1		8
Numeracy Design, manage and facilitate learning in mastering the numeracy skills. Understanding, using and having mathematical fun through various approaches in acquiring mathematical skills in the different age groups (0-9). Facilitating learning of numeracy through contextual exploration. Creating fascination and joy in learning mathematical constructs.								
ECD 403	OOK	A/E	Block sessions			1		8
Life Skills Life skills focus on the process of acquiring necessary life skills. Attention will be given to needs, values, beliefs and responsibilities empowering young learners to make informed decisions.								
2. INTERMEDIATE PHASE <i>The content and level of the study of these learning areas are compliant to the National Curriculum Policy documents. The emphasis will be on design, implementation and assessment of learning tasks.</i>								
IPH 401	OOK	A/E	Block sessions					5
Languages Language learning area includes all official languages but it is expected of each learner to, over and above their home language, become proficient in one additional official language. How to ensure the learning of a language and explore the world through language.								
IPH 402	OOK	A/E	Block sessions					5
Mathematics Analysis of problems, diversity and different models of effective mediation of learning.								
IPH 403	OOK	A/E	Block sessions					5
Art and Culture In this learning area the focus embraces the spiritual, material, intellectual and emotional aspects of the different arts and cultures. Fostering a holistic approach to understanding and affirming the diversity of cultures as a way of communicating social order and structure through facilitating learning. A communication that constitute forms of literacy such as oral, aural, visual, spatial and kinaesthetic cultural literacy.								
IPH 404	OOK	A/E	Block sessions					5
Social Sciences This learning area deals with the integration of history and geography, environmental education and democracy education. The general aim is to develop critical responsible citizens who are able to participate constructively in a culturally diverse and changing society. Acquiring the skill of integrating content knowledge in context to promote social justice and human rights. Confronting learners to assess people's values, beliefs and attitudes influencing relationships. Incorporating research techniques to collect information using resources, artefacts, technology and experiences of ordinary people.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
IPH 405	OOK	A/E	Block sessions					5
Life Skills, Economy and Society								
Following the content of the National Curriculum, learners will be challenged to understand the delicate balance between economy and society to ensure the wellbeing of the country. Designing learning tasks using different strategies to ensure the acquisition of the necessary skills to become a valued citizen, capable of making informed decisions.								
IPH 406	OOK	A/E	Block sessions					5
Science and Technology								
How to design learning tasks according to the National Curriculum for the Intermediate phase. Facilitating learning to inspire, fascinate and challenge learners to engage and commit themselves to understand, explore and take responsibility for the natural world and acquire the skills of observation and testing and in the process become part of the natural heritage of all nations. Challenge learners to acquire technological skills and explore the wonders and impact of technology over the ages.								
3. SENIOR PHASE								
<i>The emphasis is on design, implementation management and assessment of learning tasks in the field of specialisation with a cross-curricular integrated approach. How to ensure the learning of a language and explore the world through language. The study integrates the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.</i>								
SPH 401	OOK	A/E	Block sessions	1				8
Languages								
Language learning area includes all official languages but it is expected of each learner to, over and above their home language, become proficient in one additional official language.								
SPH 402	OOK	A/E	Block sessions	1				8
Mathematics								
How to facilitate learning in Mathematics to ensure confidence in using numerical, geometric and graphical relations. Working with the principles of creating a spirit of curiosity and enjoyment in doing mathematics based on a coherent whole.								
SPH 403	OOK	A/E	Block sessions	1				8
Arts and Culture								
In this learning area the focus embraces the spiritual, material, intellectual and emotional aspects of the different arts and cultures. Fostering a holistic approach to understanding and affirming the diversity of cultures as a way of communicating social order and structure through facilitating learning. A communication that constitute forms of literacy such as oral, aural, visual, spatial and kinaesthetic cultural literacy.								
SPH 404	OOK	A/E	Block sessions	1				8
Social Sciences								
This learning area deals with the integration of history and geography, environmental education and democracy education. The general aim is to develop critical responsible citizens who are able to participate constructively in a culturally diverse and changing society. Acquiring the skill to integrate content knowledge in order to promote human rights and social equality. Learners should have the ability to assess people's values, beliefs and attitudes influencing relationships. Incorporating research techniques to collect information using resources, artefacts, technology and experiences of ordinary people.								
SPH 405	OOK	A/E	Block sessions	1				8
Life Orientation								
This learning area confronts learners with how to live a meaningful and successful life in a								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
rapidly changing and transforming society. The focus will be on the process of acquiring the necessary skills and will attend to needs, values, beliefs and responsibilities empowering learners to make informed decisions.								
SPH 406	OOK	A/E	Block sessions	1				8
Economic and Management Sciences								
Learners need to be enabled to understand and apply economic and management principles and concepts in a responsible and accountable way, understand and reflect on the wealth creation process, critically develop the entrepreneurial skills required to play a vital role in transforming the gap between rich and poor.								
SPH 407	OOK	A/E	Block sessions	1				8
Natural Sciences								
How to inspire, fascinate and challenge learners to engage and commit themselves to understand, explore and take responsibility for the natural world and acquire the skills of observation and testing and in the process become part of the natural heritage of all nations. Analyse the National Curriculum and compile an integrated learning plan for the year.								
SPH 408	OOK	A/E	Block sessions	1				8
Technology								
Change in technology over time, the impact of technology and biases created by technology form the essence of this learning area. In the process of learning learners will develop technology capability, seek practical solution-orientated to skills learning and also accessing, processing and using information.								
4. FURTHER EDUCATION AND TRAINING: SUBJECT METHODOLOGY:								
VAF 400	OOK	A/E	Block sessions					12
Subject Didactics of Afrikaans								
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, and didactic modalities. Planning: Definition/formulation of the problem, type of lessons, didactic principles, and evaluation with regard to the different sections of the subject. Orthodidactic assistance. Self-tuition themes with reference to primary school.								
VAT 400	OOK	A/E	Block sessions					12
African Language								
Only students who graduated on third-year level in an African language can enrol for this elective. Facilitating learning in an African language focuses on the usage of the communicative approach. How to challenge learners to speak, listen and read the language as well as exposing them to the culture of its people. The emphasis will be on design implementation management and assessment of learning tasks in the field of specialisation with a cross-curricular integrated approach. How to ensure the learning of a language and explore the world through language. The study integrated the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.								
VBL 400	OOK	A/E	Block sessions					12
Subject Didactics of Biology								
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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
VBM 400	OOK	A/E	Block sessions					12
Subject Didactics of Business Management								
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).								
VEK 400	OOK	A/E	Block sessions					12
Subject Didactics of Economics								
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	OOK	A/E	Block sessions					12
Didactics of English								
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.								
VFL 400	OOK	A/E	Block sessions					12
Foreign Language								
Only students who graduated on third year level in an African language can enrol for this elective. Facilitating learning in an African language focus on the usage of the communicative approach. How to challenge learners to speak, listen and read the language as well as exposing them to the culture of its people. The emphasis will be on design implementation management and assessment of learning tasks in the field of specialisation with a cross-curricular integrated approach. The study integrates the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.								
VGG 400	OOK	A/E	Block sessions					12
Subject Didactics of Geography								
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.								
VGS 400	OOK	A/E	Block sessions					12
Subject Didactics of History								
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.								
VKR 400	OOK	A/E	Block sessions					12
Subject Didactics of Commercial Law								
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).								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
VMU 400	OOK	A/E	Block sessions					12
Subject Didactics of Music								
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	OOK	A/E	Block sessions					12
Subject Didactics of Physical Science								
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.								
VRK 400	OOK	A/E	Block sessions					12
Subject Didactics of Accounting								
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).								
VRN 400	OOK	A/E	Block sessions					12
Subject Didactics of Computer Typing 400 for HED (Four-year course)								
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.								
VRS 400	OOK	A/E	Block sessions					12
Subject Didactics of Computer Studies								
Training final-year education students to realise the subject syllabus as stipulated for grades 10, 11 and 12. The unique character and structure of the subject. Methodology of importance in the teaching situation. Interpretation of the syllabus as well as guidance with regard to educational obstacles in the class situation.								
VSD 400	OOK	A/E	Block sessions					12
Subject Didactics of Speech and Drama								
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 400	OOK	A/E	Block sessions					12
Subject Didactics of Tourism								
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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
VWS 400	OOK	A/E	Block sessions					12
Subject Didactics of Mathematics								
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).								

4. DIPLOMA IN HIGHER EDUCATION AND TRAINING PRACTICE (DHETP)

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
ADO 420	OOK	A&E	Block lectures			2		10
Academic Development								
Implementing strategies for developing academic skills across the curriculum, including creativity, language proficiency, self-management, thinking and study skills.								
ASK 410	OOK	A&E	Block lectures			1		10
Assessment Practice								
Methods of assessment in a formative and summative fashion. Basic principles of accountable assessment. Record of learning. Assessment instruments.								
HBL 410	OOK	A&E	Block lectures			1		10
Whole-brain Learning								
Different theories of whole-brain learning and learning styles. Flexible learning. Application of principles of whole-brain learning and learning style differentiation in curriculum development, mediating learning, and assessment practice.								
KRO 410	OOK	A&E	Block lectures			1		10
Curriculum Development								
Exploring models and principles of curriculum development. Adapt principles to comply to the process of outcomes-based curriculum development. Developing a study guide/manual as outcome of outcomes-based curriculum development.								
LAM 420	OWB	A&E	Block lectures			2		10
Leadership and Management								
The role and profile of the education, training and development practitioner. Leadership, administration and management. Conflict management. Team management. Networking.								
LMD 470	OOK	A&E	Block lectures			1		10
Learning Mediation								
The function of the learning mediator role as the central educator role. The applied and integrated competence required in terms of the six educator roles as they relate to the central educator role of learning mediation, namely:								
<ul style="list-style-type: none"> • Interpreter and designer of learning programmes and materials • Leader, administrator and manager • Scholar researcher and lifelong learner • Community, citizen and pastoral role • Assessor • Learning area/subject/phase specialist. 								
Mediating learning in a manner which is sensitive to the diverse needs of the learner, including those with barriers to learning; construct learning environments that are appropriately contextualised; communicate effectively showing recognition of and respect for differences of others. Demonstrating sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
OKO 420	OOK	A&E	Block lectures			2		10
Education Communication								
Theoretical foundation of education communication, linked to appropriate education and training practices. Practical exercises in effective education communication.								
OOP 420	OOK	A&E	Block lectures			2		10
Education and Training Practice								
Specialisation in learning area/subject. Workplace-related specialisation. Application of principles of designing learning programmes, mediating learning and assessment practice for a specific learning area/subject.								
OWT 420	OOK	A&E	Block lectures			2		10
Education Technology								
Media as sources of learning. Developing and utilising media by learner. Media and whole-brain learning, maximising multi-intelligences, maximising potential. Lower and higher level technology. Integrating media. Multimedia learning packages.								
PFO 410	OOK	A&E	Block lectures			1		10
Professional Development for Practitioners								
Professional development. Self-assessment. Developing the full potential. The role of action research. Developing a professional portfolio.								
PGL 410	OOK	A&E	Block lectures			1		10
Problem-Based Learning								
Conceptual dimensions of problem-based learning (PBL). The relationship between problem-based learning and outcomes-based education. Advantages and disadvantages of PBL curricula and traditional context-based curricula. The cross-curricular nature of PBL. Authentic problems in PBL.								
VWL 420	OOK	A&E	Block lectures			2		10
Adult Learning								
Andragogy. Principles of adult learning. The profile of the adult learner. Adult learners with special needs. Promoting a positive learning culture, conducive to learning creating a positive learning environment. Identification of learning problems.								

5. BACCALAUREUS EDUCATIONIS HONORES [BEd(Hons)]

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
API 710	OOK	E	1			1		12
Assessment Approaches and Instruments								
Foundations, principles and ethics of assessment practices. International trends in assessment practices in OBE. Quantitative and qualitative assessment instruments. Modes of assessment. Assessment practices. Generating evidence for assessment. Assessment and quality assurance.								
API 720	OOK	E	1	2		2		12
Assessment in Practice								
Assessment strategies. Assessment in telematic education. Assessment of professional practice. Assessment of learning. Performance assessment. Assessment within NQF context.								
CAE 712	OOK	E&Tel					1	12
Assessment of Educational Programs								
The purpose of this module is to enable the candidate to master assessment techniques pertaining to educational programmes.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
CDD 710	OOK	E	1			2		12
Curriculum and Learning Programme Design and Development								
<ul style="list-style-type: none"> – Principles and foundations of curriculum/programme design and development. – International and national models and trends in curriculum/programme development. – Principles of outcomes-based programming in the South African context. – Curriculum development models and instruments in action. <ul style="list-style-type: none"> • Situation and task analysis, needs assessment. • Development. • Dissemination. • Implementation as a change process. • Assessment and evaluation. 								
CEL 712	OOK	A&Tel					2	12
E-learning								
The purpose of this module is to enable the candidate to master design and development techniques pertaining to e-learning systems for education and training.								
CFL 710	OOK	E	1			1		12
Facilitating Learning: Cultivating Expertise								
Implementing criteria for designing the best possible learning experiences in authentic contexts. Strategies to select the most appropriate format for the learning experience. Strategies for presenting the learning experience in the most conducive and convincing way to induce the best possible quality learning experience. Strategies to compel learners to work and learn individually (meta-learning). Strategies to compel learners to work and learn cooperatively (co-operative learning). Asking meta-learning questions to enhance learning quality. Strategies of the most appropriate feedback to ensure continuous and sustained learning to achieve the highest possible learning quality.								
CIA 722	OOK	E&Tel					3	12
Computer-based Assessment								
The purpose of this module is to enable the candidate to master design and development techniques for computer-based assessment in education and training.								
CIT 720	OOK	E&Tel					3	12
Computer as Cognitive Tools								
The purpose of this module is to enable the candidate to master computer-integrated techniques pertaining to cognitive tools in education and training.								
CTM 710	OOK	E&Tel					2	12
Instructional Tools and Multimedia								
The purpose of this module is to enable the candidate to master computer-integrated techniques pertaining to instructional tools and multimedia in education and training.								
EDS 710	OPS	A/E	1			1		12
Educational Studies								
Metatheories in education: empiricism. Rational empiricism. Critical rationalism. Critical theory. Phenomenology. Hermeneutics. System theory. Philosophies in education: traditional philosophies; indigenous (African) philosophies. The influence of modernism and post modernism on education. Comparative perspectives on learning theories and their meaning for education.								
IDD 720	OOK	E	1			2		12
Instructional Design and Development								
<ul style="list-style-type: none"> • In-depth study of contemporary models for instructional design. • Instructional and learning strategies. • Accommodating learner differences. 								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
<ul style="list-style-type: none"> • Instructional use of computers. • Learning styles and facilitating learning. • Measurement and assessment. • Team teaching. 								
NME 715	OOK	A/E	1			1		12
Foundations of Educational Research The nature of educational enquiry: contexts of research, science, research ethics, truth, rationality, subjectivity and objectivity. Quantitative and qualitative modes of enquiry, research designs and data collection techniques. Research processes and planning for research. Research management. Writing a research report.								
NME 725	OOK	A/E	1			2		12
Introduction to Quantitative Research Statistical techniques in the educational research process. Basic concepts and principles. Survey methodology and questionnaire design. Classification and graphical representation of data. Descriptive measures. Statistical inference. Data processing procedures. Parametric versus non-parametric tests. Some test statistics [e.g., F-test, t-test and χ^2].								
NME 740	OWB	A/E	1			2		12
Introduction to Qualitative Research This module provides students with the foundations of research literacy in qualitative inquiry. Using real-life exemplars from educational contexts, students learn the theory and methods associated with various approaches to qualitative research including: case study research, historical research, ethnographic research, and action research. Students will gain applied competence in at least two qualitative methods such as structured observations, semi-structure interviews, content analysis, and questionnaire design. Students are provided with the basic concepts and strategies for pursuing advanced educational research training at higher levels of study.								
QPI 710	OOK	E	1			1		12
Quality Assurance Approaches and Instruments Foundations, principles and ethics of quality assurance practices. International trends in quality assurance practices in OBE. Quantitative and qualitative quality assurance instruments. Modes of quality assurance. Quality assurance practices. Generating evidence for quality assurance.								
QPI 720	OOK	E	1			2		12
Quality Assurance in Practice Quality assurance strategies. Quality assurance in telematic education. International quality guidelines. Standard setting for quality assurance. Quality standards and total quality management. Education organisation quality assurance.								
TNO 711	OOK	A/E	1			1		12
Technology Education in Practice A learner will be able to design, implement and assess technology learning tasks from an outcomes-based approach. <ul style="list-style-type: none"> • Exploring and implementing learner-centered strategies and methods. • Using a problem-based approach to facilitate learning in technology education as a cross-curricular activity. • Develop and implement case studies, resource tasks and capability tasks. • Selecting and developing resources and materials. • Assessing technology learning tasks. 								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
TNO 721	OOK	A/E	1			2		12
Technological Competencies								
To enable learners to teach technology in the themes: materials, structures, systems, processing and production. Learners will become competent and facilitate learning in the content themes described in Curriculum 2005. Throughout they will consider the impact on the environment, society, health and safety of self and others.								
TNO 740	OOK	A/E	1			2		12
Technology Education Fundamentals								
A learner will conceptualise technology, technology education and the technological process within a national and international framework.								
<ul style="list-style-type: none"> • The nature of technology and technology education is explored and misconceptions are addressed. The rationale for technology education and its relation to other learning areas. • Understanding the technological process. <ul style="list-style-type: none"> - Creative problem-solving which involves different types of intelligences. - Design processes. - Communicating ideas and designs (design portfolio). - Making and prototypes. - Testing and evaluation. • Safety and awareness in technology education. 								

6. MAGISTER EDUCATIONIS (MEd) AND MAGISTER PHILOSOPHIAE (MPhil)

Module code	Dept	Lang	Lpw	ppw	Year	Sem	Qr	Cr
CCR 880	BKD							15
Communication for Community Development								
This module will explore how communication occurs in educational institutions and developing communities with emphasis on intrapersonal, interpersonal, group, intercultural, organizational, public and mass communication. Applied communication theory, research and practice will assist learners in developing infrastructures within their educational institutions and communities to complete their centerpiece research projects.								
CED 880	OOK							15
Curriculum and Education: Developing Professional Learning Communities								
This module will study programme design, instruction and assessment pertaining to the characteristics of professional learning communities and explore structures and processes that lead to the enhancement of community development. Learners will assess the extent to which the educational institution and community that is the subject of their centerpiece research project, is a professional learning community and identify strategies for facilitating the educational institution's or community's growth as a professional learning community.								
EAC 880	OWB							15
Education and Community: Relationships for Development								
Learners will examine the literature on relationships between education and communities which includes its governance by law. Learners will also study the education institutions and communities in which they live to better understand them and their various facets – particularly those that may relate in some way to their centerpiece research project. Education and community profiles will be developed which identify goals, demographics, problems, resources, and other significant characteristics.								

Module code	Dept	Lang	Lpw	ppw	Year	Sem	Qr	Cr
ENO 811	OOK	A&E						20
Foundations of Environmental Education								
Environmental education, paradigms, philosophies, ideologies, ethos, social vs environmental paradigms, eco-, anthropo-, and techno-centrism, empirical, hermeneutic and critical theories. Environmental education principles, symptoms, own learning experiences. Individual environmental responsibility, co-operation, complexity, critical, creative, cognitive skills. Experiential learning activities; ethical, social; ecological principles. Economics, science and politics in environmental issues. Personal commitments of care and respect for the environment.								
ENO 821	OOK	A&E						20
Teaching and Learning in Environmental Education								
Environmental education learning tasks: foundation of initiating learning. Learning task design process: criteria, format, and presentation. Engagement. Sustainability as object. Meta-learning strategies. Multiple intelligences. Teaching styles and strategies. Learning theories and learning styles. Thinking modes: planning, monitoring, evaluating, novel assessment tools, and creativity. Products, resources, personality, the environment and process, creative problem-solving, mega life skills, cooperative learning and requirements: group size, composition, positive interdependence, individual accountability, promoting interaction, evaluation, roles and functions.								
ENV 810	D&E							20
Environmental Paradigms								
Environmental philosophy and ethics, environmental ecology. Environment, society and development, environmental economics, environmental management, critical resources management. Water utilisation. Air quality control. Land-use planning: soil characteristics. Biodiversity planning. Critical resource management. Determinism vs co-evolutionary environmental frameworks. Research methodology and practice.								
ENV 811	D&E							20
Environmental Governance								
Environmental advocacy, diplomacy and politics, environmental management tools: SEA, EIA, EMPR, ISO 14000, EMF, environmental accounting, guiding principles: precautionary, polluter pays, subsidiarity, equity, democracy, freedom of information. Frameworks for socio-environmental development: GEAR, RDP, IDP, SA Land reform programme, Urban development framework, SDI's. Environmental business administration: environmental leadership, green business, environmental auditing, site management, and business management. Environmental law: command and control vs incentive approaches, pervasive subsidies, and environmental decision-making. International agreements, environmental education, participatory role appraisal, negotiation and environmental conflict resolution.								
ENV 812	D&E							20
Environmental Analysis, Assessment and Modelling								
Fundamentals of univariate statistics, classification and ordination, multivariate statistics, introduction to GIS and remote-sensing tools for environmental analysis, spatial statistics – interpolation, trend surfaces, spatial autocorrelation, regression, risk assessment, social impact assessment.								
FIL 886	FIL							20
Philosophy of the Environment								
Fundamental attitudes towards the environment. The Cartesian-Newtonian paradigm: the unconstrained domination and exploitation of the environment by humankind. The idea of humans as stewards of nature. The emerging systems paradigm: humankind's unity. Conflicting views on development: the underlying ethical values. Guidelines for policy making, striking the balance between environmental quality and human development.								

Module code	Dept	Lang	Lpw	ppw	Year	Sem	Qr	Cr
GGY 887	GGY							20
Eco-tourism								
The role and impact of eco-tourism as environmental, educational, conservation and development factor within the international context. Problems and trends are investigated.								
IHC 880	GG							15
Introduction to Health and Health Care								
This module introduces students to basic concepts of health and health care. It gives an overview of health problems in a theoretical as well as practical way, and uses case studies as part of teaching. It covers environmental determinants of health, the health risk assessment, health promotion and disease prevention. Communicable diseases, AIDS and tropical diseases are also covered.								
MCD 880								15
Multicultural Education for Community Development								
This module will explore both implicit and explicit issues of race, class, and gender that pervade and are embedded in the daily life of educational institutions and communities. The module will work towards developing an understanding of how individual and institutional racism, classism, and sexism result in unjust practices and inequitable oppression. Learners will research and begin to address issues of race, class and gender pertaining to their centrepiece research project to effect democratic community development.								
OMS 883	GGY							20
Polar and Mountain Environments								
Mountain and polar environments are investigated from one or more perspectives. The topic will involve the study of the following in mountain and polar environments: environmental change, climate and weather, geomorphological processes, settlement and human habitation, and cultural Geography.								
OWB 882	OWB	A&E						15
Leadership in Education								
Leadership for change: Leadership in a new context, redefining leadership, changing leadership roles, innovative capacity building, and changing concept of organisational leadership, leadership styles. Transformative leadership: Participative leadership, team participation, obstacles towards participative leadership, the process of participative leadership, and participative leadership in practice, participative leadership roles. Reflective leadership: Theory and practice of reflective leadership, personal leadership. Multi-cultural 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.								
PPC 880	POW							15
Political and Policy Theories for Community Development								
This module focuses on the political and policy considerations about education and community development. The module explores the complexities and interdependence of politics, policy, education and community development. Learners will evaluate different political and policy models and assess its relevancy to further education and community development objectives.								

Module code	Dept	Lang	Lpw	ppw	Year	Sem	Qr	Cr
PUR 820	PBR							20
International Environmental Law								
Sources of environmental law: international agreements, international precedent, non-binding instruments: international bodies and declarations, relationship between international environmental law and South African law, applications of international environmental law in South African law, South African policy regarding international environmental law.								
SCE 883	NLW							20
Curriculum Development and Assessment in Science Education								
The course reviews modern thinking in science content and curriculum development in both a national and international context. Assessment is treated as an integral part of curriculum design. Special attention is given to the theoretical principles of assessment, with special reference to accuracy and reliability.								
SCE 884	NLW							20
Trends in Science Education								
The purpose of this course is to: explore critically and discuss modern trends in science education (e.g. constructivist learning); restructuring suggestions currently being proposed in science education are critically explored. The implications of the above for a teacher are explored. The curriculum or curriculum units in a science direction are developed. Assessment strategies in line with the goals of the curriculum design. To explore activities, computer software, computer-coupled laboratory equipment, video material and integrated technological systems that support the curriculum.								
SHD 880	ALA							15
Settlement and Housing Development								
Historical overview of origin, growth and change of settlements and cities. Urbanization. Theoretical aspects, context and principles of housing and community development. Policy and statutory frameworks for planning and developing housing and settlements. Planning and managing urban and rural development and renewal programmes and projects, including finance and technical aspects. Settlement and urban management. Local and international case studies and comparative analysis.								

PRIZES AND MEDALS AWARDED IN THE FACULTY

Name	Donor	Award
FAK Award	Federasie van Afrikaanse Kultuurvereniginge	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	City 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.
S.R.C Honorary Medal *	Student Representative 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.