

**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

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University of Pretoria
PRETORIA
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FACULTY OF EDUCATION

ACADEMIC PERSONNEL AS ON 1 OCTOBER 2002

DEAN

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

SCHOOL FOR EDUCATIONAL STUDIES

School Chair

Prof W.J. Fraser (Department of Curriculum Studies)

Department of Curriculum Studies (CS)

Fraser, W.J., BSc(PU vir CHO) BEd MEd DEd(Unisa) THED NTD CBIOL MBOIL L.Akad.SA.....	Professor (Head)
Killen, L.R., BSc(Univ of Newcastle) MEdStud MEd PhD(Univ of Newcastle) DipEd	Extraordinary Professor
Cronjé, J.C., BA HED MEd MA DLitt(Pret)	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(US)....	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
Möller, 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
Viljoen, J., BA(Stell) BEd(UV) MEd(UPE) PhD(Pret) HED(US)	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) PhD (Univ of Twente).....	Senior Lecturer
Van Loggerenberg-Hattingh, A., BSc BEd MEd PhD(Ret) HED	Senior Lecturer
Jita, L., BSc(Wits) UGO(Eng) BEd(Univ of Zululand) MA PhD(Michigan State Univ)	Lecturer
Raseale, R.C.A., BSc(Ed)(North West) MEd(Pret) MCSSA	Lecturer
Scherman, V., BA BA(Hons) BA(Hons)(Pret)	Lecturer
Vandeyar, S., FDE BA(Ed)(Wits) BA(Hons)(Unisa) MEd(Wits) PhD(Pret) FDE(EM)(CESA)	Lecturer

Department of Education Management and Policy Studies (EPS)

Beckmann, J.L., BA(PU vir CHO) BEd MEd(RAU) DEd(Pret) THED(POK) L.Akad.SA	Professor (Head)
Davies, E.H., BA HDipEd(PG) BEd MEd DEd	Extraordinary Professor
Rosseeel, P., MEd(Germ Phil)(CU Leuven) MA(Neurolinguistics) (Free Univ of Brussels) PAD(Institutional Design) (Univ of Southern California)	Extraordinary Professor

Nkomo, M.N., BA(Pennsylvania State) MEd Ed.D(Univ of Massachusetts)	Professor
Van der Bank, A.J., BA BEd MEd PhD(Pret) THED.....	Associate Professor
Heystek, J., BA BEd(PU vir CHO) MEd PhD(Pret) HED	Senior Lecturer
Niewenhuis, F.J., BA HED BEd MEd(Pret) DEd(RAU)	Senior Lecturer
Potgieter, F.J., BA(Hons)(Pret) MEd DEd(Unisa) HED	Lecturer
Maile, S., BA(Ed) BEd(Unisa) MEd PhD(Pret).....	Lecturer
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 PhD(Pret)	Lecturer
Van Vollenhoven, W.J., BA BEd MEd(Pret) HED	Lecturer

Department of Educational Psychology (EP)

Bouwer, A.C., MEd DEd(Pret) THED.....	Professor
Ebersöhn, L., BPrimEd BEd MEd PhD(Pret)	Senior Lecturer
Prinsloo, H.M., BA(SW)(Hons) MEd DEd PhD(Pret) DSE.....	Senior 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

Joubert, M.H., BCom(Pret)	Head
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SCHOOL OF TEACHER TRAINING**School Chair**

Mrs L.R. Becker (Department of Arts, Languages,
Human Movement Studies Education)

Department of Science, Mathematics and Technology Education (SMT)

Onwu, G.O.M., BSc PGCE(London) MSc PhD(Univ of East Anglia) MSTAN	Professor
De Villiers, J.J.R., BSc(Hons) MSc PhD(Pret) HED	Senior lecturer
Schultz, J.C., BSc(Hons) MSc(Pret) THED	Senior lecturer
Alant, B.P., BPaed(Prim Ed)(UDW) MEd(UDW) PhD(UWC) ...	Lecturer
Botha, J.J., BCom HED(UV) VDO(SACTE)	Lecturer
Coetzee, C., BSc(Hons) MSc(Pret) HED	Lecturer
De Bruin, D.J., HED(Unisa) BEd(RAU)	Lecturer
Goosen, L., BSc HED BEd MEd DEd(PU vir CHO)	Lecturer
Haupt, M.M.C., BA(Hons) BA(BK)(Unisa) HED	Lecturer
Joubert, A.P., TED(NKP) BA(Pret) ACE(OKSA)	Lecturer
Rauscher, W.J., HED(Unisa) BEd(Hons)(RAU)	Lecturer
Scholtz, S., BSc(PU vir CHO) BEd MEd(Unisa) THED	Lecturer
Stoffels, N.T., BSc HED(Unisa) BEd MPhil(Univ of Port Elizabeth)	Lecturer
Swart, I.C., HED	Lecturer
Vorster, A., BSc(Hons)(Pret) THED	Lecturer
Barnes, H.E., BA HED(Pret) ABET(Unisa)	Junior lecturer
Randall, E.S., BSc(Pret) BEd(Unisa)	Junior lecturer

Department of Social Studies Education (SS)

Roos, N.D., BA(Hons) MA(Univ of Natal) PhD(UNW) HED	Senior lecturer
Van der Walt, C.A., BA BA(Hons)(PU vir CHO) MA(Unisa) HED	Senior lecturer
Beukes, L.D., BA HED BA(Hons)(UV) MPhil (RAU)	Lecturer
Chalufu, S., BPaed(Art) BEd(Hons)(UDW) MEd(Univ of Bristol)	Lecturer
Evans, R., BA.Ed BA(Hons)(Pret) MA(TESL)(Univ of Birmingham) ACE(SACTE)	Lecturer
Gouws, G.S., BA(THED) MEd(Pret)	Lecturer
Lethoko, M.X., BA.Ed(NUL) BEd MEd PhD(Pret)	Lecturer
Niemann, A.C., BA(PU vir CHO) BA(Hons)(Unisa)	Lecturer
Swart, R., BBib(UPE) HED	Lecturer

Department of Arts, Languages, Human Movement Studies Education (ALHM)

Becker, L.R., BA(Pret) MA(US) THED	Senior lecturer
Cloete, J.L., BA(Hons)(PU vir CHO) MA(Pret) U.O.D.	Senior lecturer
Van der Westhuizen, C.N., BA(Hons)(Pret) MA(Unisa) DLitt et Phil(Unisa) HED	Senior lecturer
Van Wyk, J.G.U., BA(Hons) MA HED(PU vir CHO) BEd MEd DTE(Unisa) PhD(Pret)	Senior lecturer
Botha, A., BA.Ed(LO) BA(Hons)(Pret)	Lecturer
Cloete, D.J., BA(Hons)(Unisa) HED	Lecturer
De Jager, L.J., BA.Ed(RAU)	Lecturer
Du Toit, C.M., BA(Hons) MA(Pret) THED	Lecturer

Education 2003

Engelbrecht, A., BA.Ed(Pret) BA(Hons)(Unisa)	Lecturer
Heyns, D., BA.Ed BA(Hons)(Pret)	Lecturer
Skeen, M.I., BA(PU vir CHO) BMus(Hons)(Pret) HED	Lecturer
Van Aswegen, H.J., BMus(Hons)(Pret)	Lecturer
Van Wyk, E.M., BA.Ed(Pret)	Lecturer
Vermeulen, D., BMus(UV) BMus(Hons) MMus(Pret)	Lecturer
Rautenbach, W.C., HED	Junior lecturer

Department of Early Childhood Education (ECE)

Botha, A.C., BA(Hons)(Pret) BA ACE(Unisa) TED	Lecturer
Botha, M., BA BEd(Unisa) HED	Lecturer
Howatt, L.M., BA(Unisa) BEd(Pret) TED	Lecturer
Joubert, J.C., BA(PU vir CHO) HED BEd(Unisa) MEd(Pret) ..	Lecturer
Phatudi, N.C., BA(UNIN) BEd(Rhodes University) MPhil(US) HED	Lecturer
Van Heerden, J.C., BPrimEd BEd(Hons)(Pret)	Lecturer

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, among others, 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 represents 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 spend 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 courses, 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 2003.

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.

- 1.1.3 The Senate may limit the number of students allowed to register for a course, in which case the Dean concerned may, at his own discretion, select from the students who qualify for admission those who may be admitted.
- 1.1.4 Subject to faculty regulations and the stipulations of General Regulations G.1.3 and G.62, a candidate will only be admitted to postgraduate bachelor's degree studies, if he or she is already in possession of a recognised bachelor's degree.

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 admission and pass requirements**

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 theses 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**

- (a) Supplementary examinations in first-semester courses take place after the May/June examinations, while those in second-semester and year courses take place after the October/November examinations.
- (b) To pass a supplementary examination, a student must obtain a minimum of 50%.
- (c) The highest final percentage a student can obtain in a supplementary examination is 50%.

- 4.6 In terms of the stipulations of General Regulation G.10.3. students can be promoted in Education 151, 152, 153, 154, 251, 252, 253 and 254 if a semester mark of at least 65% has been obtained, provided that credit for such promoted modules will only be granted if a student's study in Education is concluded with a successful completion of a prescribed examination in Education 351, 352, 353 and 354.

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) **Undergraduate certificates**

- (i) Advanced Certificate in Education (ACE) (two years part-time) with specialisation in:
 - Assessment and Quality Assurance
 - Computer-integrated Education
 - Inclusion of Learners with Severe Disabilities
 - Life Skills and Sex Education
 - Education Management
 - Special Needs Education
 - Curriculum and Instructional Leadership
- (ii) 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) **Postgraduate certificates**

- (i) Postgraduate Certificate in Education (PGCE) (one year full-time)
- (ii) Postgraduate Certificate in Higher Education (PGCHE) (one year full-time / two years part-time)

(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
 - Economic and Management Sciences
 - Human Movement Studies and Sport Management
 - Natural Sciences
- (ii) Baccalaureus Educationis (BEd-postgraduate) (one year full-time / two years part-time) with specialisation in:
 - 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
 - Adult and Community Education and Training
 - Education Management, Law and Policy
- (iv) Magister Educationis (MEd course work) (two years part-time)
 - Educational Psychology
 - Environmental Education
 - Learning Support, Guidance and Counselling
 - Educator Professional Development
 - Science and Technology Education
 - Computer-integrated Education
 - Education Management, Law and Policy
 - Education for Community Building
 - Principalship
 - Assessment and Quality Assurance in Education and Training
- (v) Philosophiae Doctor (PhD) (two years part-time)
- (vi) Doctor Educationis (DEd)

DISTANCE EDUCATION

(d) Certificates

- (i) Advanced Certificate in Education (ACE) (two years part-time) with specialisation in:
 - Education Management
 - Special Needs Education

(e) Degree

- (i) Baccalaureus Educationis Honores [BEd(Hons)] (two years part-time) with specialisation in:
 - Education Management, Law and Policy

UNDERGRADUATE PROGRAMMES

E.1 BACCALAUREUS EDUCATIONIS (BE_d)**BACCALAUREUS EDUCATIONIS (BE_d)**

This new undergraduate programme for teacher training is in the development phase. For example, the fourth year in this programme is incomplete and will be fully developed in 2003.

(a) Requirements for admission**(i) Matriculation exemption**

- Afrikaans ór English (first or second language) passed at HG.
 - One other official language passed at HG ór SG.
 - M score = 10.
- Unconditional admission.

(ii) Matriculation exemption

- Afrikaans ór English (first or second language) passed at HG.
- One other official language passed at HG ór SG.
- M score = 9 or less.

Will be considered by the Admission Committee of the Faculty after completion of the admission test of the University.

(iii) Senior Certificate with three HG subjects

- Afrikaans ór English (first or second language) passed at HG.
- One other official language passed at HG ór SG.

Will be considered by the Admission Committee of the Faculty for conditional admission with Senate's discretion in consultation with the Matriculation Board after completion of the admission test of the University.

(b) Duration

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

(c) Promotion to fourth year of study

Students can be promoted to the fourth year of study only if all the subjects of the first three years have been passed.

(d) Special examination in the Faculty of Education

A third-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 following year, provided that this will enable the student to comply with all requirements for promotion to the fourth year of study.

(e) Class attendance

The teacher education programmes of the Faculty of Education have been approved and accredited by the Department of Education and programme

managers are obliged to comply with the minimum criteria specified by the department. Due to the fact that the Faculty places high emphasis on the development of skills and competences, class attendance is compulsory for all student teachers for the full duration of the training period specified by SAQA.

(f) Degree with distinction: BEd (IP, SP & FET)

The degree is conferred with distinction when a student obtains an average of 75% in all the modules of Education 3, and an average of 75% in all the modules of the two elective subjects on third-year level and an average of 75% in all the modules of Teaching Practice.

(g) Degree with distinction: BEd (ECD & FP)

The degree is conferred with distinction when a student obtains an average of 75% in all the modules of Education 3, and an average of 75% in the field of specialisation and in one elective subject on third-year level and an average of 75% in all the modules of Teaching Practice.

(h) Notice

- (i) A pass in Art in grade 12 is required for admission to Art. Alternatively a portfolio of own art works needs to be submitted.
- (ii) The following subjects may not be taken simultaneously:
 - General Mathematics and Mathematics
 - Music Education and Instrumental Music
 - Remedial Education, Guidance and Counselling and Children with Special Educational Needs.
- (iii) A pass in Mathematics in grade 12, HG(E)/SG(D) is required for admission to Mathematics, General Mathematics and Economics. No student will be allowed to repeat more than one module. For admission to the next year of study in Mathematics (JWS) / General Mathematics (JAW) a student must have passed both modules the previous year.
- (iv) A pass in Mathematics in grade 12, HG(D)/SG(A) is required for admission to Financial Accounting.
- (v) A pass in Mathematics and/or Physical Science (HG/SG) is required for admission to General Science. A pass in grade 12 (HG or SG) in Physical Science is a requirement for admission to JWT 110.
- (vi) A pass in Physical Science HG(E)/SG(C) is required for admission to JCH 110 and JFK 110. If a student fails two modules (in Physics or Chemistry) in succession, the student will not be allowed to register for any further module in the subject before the outstanding modules are passed.
- (vii) A pass in Mathematics in grade 12, HG(D)/SG(C) or Mathematics HG(E)/SG(D) and Computer Studies HG(D)/SG(C) is required for admission to Computer Studies. INF 154 is a prerequisite for INF 165.
- (viii) A pass in Computer Typing in grade 12 is required for admission to Computer Typing 100, otherwise Computer Typing 110, 120 must be taken.

- (ix) No student taking Art as subject will be allowed to continue with corresponding consecutive modules unless the previous year was passed.
- (x) Only students who are water-skilled will be allowed to register for the module Human Movement Studies.

NB: Elective modules will be presented only if a minimum of 15 students are registered for it.

Packages in the BEd -programme:

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

Package coordinator: Mrs M Botha, Tel: (012) 420 5525
e-mail address: m.botha@gk.up.ac.za

MODULES	DESCRIPTION
Fundamental modules	Computer and Information Literacy Language Proficiency Academic Skills Fundamental Numeracy Language across the Curriculum
Core modules	Education 1, 2 and 3 Research Methodology 3 and 4 Teaching Practice Children with Special Education Needs Assessment
Elective modules: The field of specialization is compulsory. Choose ECD-Studies or Special Education Needs and ONE other subject from another block.	
A Afrikaans Geography History Biblical and Religious Studies Music Education	B Biology General Science Art ECD-Studies or Special Education Needs
D ECD-Studies or Special Education Needs	C Mathematics General Mathematics Design and Technology
	E English

(ii) INTERMEDIATE PHASE (Code 09133020)

Package coordinators: Mrs D Heyns and Dr CN van der Westhuizen
Tel: (012) 420 5633/5567
e-mail addresses: d.heyns@gk.up.ac.za and
cn.vdwesthuizen@gk.up.ac.za

MODULES	DESCRIPTION	
Fundamental modules	Computer and Information Literacy Language Proficiency Academic Skills Fundamental Numeracy Language across the Curriculum	
Core modules	Education 1, 2 and 3 Research Methodology 3 and 4 Teaching Practice Professional Studies Ubuntu Religious Studies Cross-curricular Readership Environmental Education Basic Technology First Aid Methodology of the Learning areas: Language Human and Social Science Mathematics Economic and Management Sciences Science Arts, Culture and Drama Life Orientation Technology	
Elective modules		
Remedial Education is compulsory. Choose TWO other subjects from other blocks.		
A Afrikaans Geography History Biblical and Religious Studies Music Education	B Biology Mathematics General Science Art	C Mathematics General Mathematics Computer Studies Computer Typing 100 Design and Technology Remedial Education
D Remedial Education Guidance and Counselling Human Movement Studies	E English	F Computer Typing 110, 120

(iii) SENIOR PHASE (Code 09133030)

Package coordinator: Mrs LJ de Jager, Tel: (012) 420 5527
e-mail address: lizette@gk.up.ac.za

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

Core modules	Education 1, 2 and 3 Research Methodology 3 and 4 Teaching Practice Professional Studies Ubuntu Religious Studies Cross-curricular Readership Environmental Education Basic Technology First Aid Methodology of Learning Areas: Language Human and Social Science Mathematics Economic and Management Sciences Science Art, Culture and Drama Life Orientation Technology	
Elective modules Choose at least one of the following subjects: Mathematics, General Mathematics, General Science, Design and Technology and TWO from the other blocks. NB: Mathematics and General Mathematics may not be presented simultaneously.		
A	B	C
Afrikaans Geography History Biblical and Religious Studies Sport Management Instrumental Music	Biology Mathematics General Science Art	Mathematics General Mathematics Computer Studies Computer Typing 100 Design and Technology
D	E	F
Remedial Education Guidance and Counselling Human Movement Studies	English	Computer Typing 110, 120

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

Package coordinator: Mr LD Beukes, Tel: (012) 420 5523
 e-mail address: ld.beukes@gk.up.ac.za

MODULES	DESCRIPTION
Fundamental modules	Computer and Information Literacy Language Proficiency Academic Skills Language across the Curriculum
Core modules	Education 1, 2 and 3 Research Methodology 3 and 4 Teaching Practice Professional Studies Ubuntu

MODULES	DESCRIPTION	
	Religious Studies Cross-curricular Readership Environmental Education First Aid	
Elective modules Choose THREE subjects each from a different block.		
A Afrikaans Geography History Biblical and Religious Studies Sport Management Instrumental Music	B Biology Technical Drawings Mathematics General Science Art	C Mathematics General Mathematics Computer Studies Computer Typing 100 Design
D Remedial Education Guidance and Counselling Human Movement Studies	E English	F Computer Typing 110, 120

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

Package coordinator: Mr I Kempen, Tel: (012) 420 3549
e-mail address: ikempen@hakuna.up.ac.za

MODULES	DESCRIPTION
Fundamental modules	Computer- and Information Literacy Language Proficiency Academic Skills Language across the Curriculum
Core modules	Education 1, 2 and 3 Research Methodology 3 and 4 Teaching Practice Professional Studies Ubuntu Religious Studies Cross-curricular Readership Environmental Education First Aid
Elective modules	Choose THREE subjects that can be followed to second year level over a three-year period. Economics* Entrepreneurship Financial Accounting** Business Law Business Management Computer Typing 100 or 110, 120 Tourism Management

* A pass in Mathematics in grade 12, HG(E)/SG(D)

** A pass in Mathematics in grade 12, HG(D)/SG(A)

Business Law is only offered on a second year level.

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

(vi) FURTHER EDUCATION AND TRAINING (Human Movement Studies and Sport Management) (Code 09133070)

Package coordinator: Dr JGU van Wyk, Tel: (012) 420 5564
e-mail address: j.vanwyk@gk.up.ac.za

MODULES	DESCRIPTION	
Fundamental modules	Computer and Information Literacy Language Proficiency Academic Skills Language across the Curriculum	
Core modules	Education 1, 2 and 3 Research Methodology 3 and 4 Teaching Practice Professional Studies Ubuntu Religious Studies Cross-curricular Readership Environmental Studies First Aid	
Elective modules Blocks A and D are compulsory. Choose ONE subject from block B, C, E or F.		
A	B	C
Sport Management (compulsory)	Biology Mathematics General Science	Mathematics General Mathematics Computer Studies Computer Typing 100 Design
D	E	F
Human Movement Studies (compulsory)	English	Computer Typing 110, 120

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

Package coordinator: Mrs C Coetzee, Tel: (012) 420 5626
e-mail address: c.coetzee@gk.up.ac.za

MODULES	DESCRIPTION
Fundamental modules	Computer and Information Literacy Language Proficiency Academic Skills Language across the Curriculum
Core modules	Education 1, 2 and 3 Research Methodology 3 and 4

	Teaching Practice Professional Studies Ubuntu Religious Studies Cross-curricular Readership Environmental Education First Aid	
Elective modules Choose ONE of the following combinations: Chemistry and Physics or Botany and Zoology and ONE subject from block B, C or F. (Biology, Botany and Zoology may not be taken simultaneously.)		
A	B	C
Zoology	Biology Mathematics	Mathematics General Mathematics Computer Studies Computer Typing 100 Design
D	E	F
Physics Botany	Chemistry	Computer Typing 110, 120

CERTIFICATES

E.2 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 three-year diploma (M + 3), 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 in the Faculty of Education

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 following 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 are presented in the programme:

(i) **ASSESSMENT AND QUALITY ASSURANCE (Code 09121100)**

Package coordinator: Mrs V Scherman, Tel: (012) 420 2498
e-mail: vscherman@postino.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	The Social Context of Education	COE 430	10
	Professional Development	PFO 430	10
	Statistics for Assessment	SFA 420	10
	Foundation of OBE	FOB 420	10
Core modules	Assessment Principles	ASP 410	10
	Assessment Strategies for OBE	ASU 410	10
	Continuous Assessment for OBE	KAU 410	10
	Computer-integrated Assessment	CIA 420	10
	Reporting and Feedback	RAF 420	10
	Quality Assurance in OBE	QAO 410	10
Elective modules	Choose two of the following: Science Education Assessment	WOA 420	10
	Assessment in Language Education	ATO 410	10
	Assessment in Social Sciences Education	ASE 420	10
	Assessment in Mathematic Education	AWO 410	10

(ii) **COMPUTER-INTEGRATED EDUCATION (Code 09121110)**

Package coordinator: Prof JC Cronjé, Tel: (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

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	The Social Context of Education	COE 430	10
	Professional Development	PFO 430	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) INCLUSION OF LEARNERS WITH SEVERE DISABILITIES (Code 09121155)

Package coordinator: Me M Casey, Tel: (012) 420 4728
e-mail: macasey@postino.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	The Social Context of Education	COE 430	10
	Professional Development	PFO 430	10
Core modules	Introduction to Severe Disabilities	AAK 401	20
	Communication and Functional 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: (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	The Social Context of Education	COE 430	10
	Professional Development	PFO 430	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: (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	The Social Context of Education	COE 430	10
	Professional Development	PFO 430	10
Core modules	Education Management	OWB 411 and 412	20
	Organisation Management	OBT 411 and 412	20
	Education Law	OWR 411 and 412	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: (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	The Social Context of Education	COE 430	10
	Professional Development	PFO 430	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 Programmes	LGS 402	20
Elective modules	None		

(vii) CURRICULUM AND INSTRUCTIONAL LEADERSHIP (Code 09121190)

Package coordinator: Prof MJ Kühn, Tel: (012) 420 2883
e-mail: mjkuhn@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	The Social Context of Education	COE 430	10
	Professional Development	PFO 430	10
Core modules	Managing Learning Facilitation	BLF 430	20
	Education and Training Policy	EPO 410	20
	Curriculum Management	KRR 430	20
	Assessment Strategies for OBE	ASU 400	20
	Leadership and Management	LAM 420	20
Elective modules	None		

E.3 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 Bachelor's degree

3) Senior Phase

- A Bachelor's 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 Bachelor's 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

The computer literacy of all students will be determined by a proficiency test. In the case of students not passing the test, it will be compulsory to enrol for and pass modules CIL 171–174.

(c) Duration

The course is a one-year full-time course.

(d) Mode of delivery

Students will be placed in partnership schools where they will be supported by qualified/accredited mentors as well as lecturers of the University. Lectures will be presented through the Web and/or contact sessions.

(e) Professional portfolio

At the end of the year, students will have to present a carefully prepared professional portfolio showing the integration of all the different modules. The date for submission will be announced at the beginning of the academic year.

(f) Assessment

Continuous assessment is conducted on competence-based criteria. Assessment and feedback will be done at the end of the first semester. The final examination will be in the following format: students will present and defend their professional portfolio before a panel of examiners (internal and external).

(g) Pass requirements

For a student to pass, an average of 50% in the field of specialisation and the professional portfolio presentation must be obtained and an average of 50% for all the other modules.

(h) Certificate with distinction

The certificate will be awarded with distinction to a student who obtained an average of 70% for the field of specialisation and 75% in the professional portfolio presentation.

(i) The programme:

Package coordinator: Prof DM de Kock, Tel: (012) 420 2758
e-mail: dmdekock@hakuna.up.ac.za

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

Modules	Number	Credits
Fundamental modules	2	12
Core modules	7	84
Elective modules	As prescribed	24
TOTAL		120

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	Global Perspectives in Education	GPE 400	6
	Foundations of Education	FOE 400	6
Core modules	Learning Theories	LNT 400	12
	Facilitating Learning	FCL 400	24
	Assessment	ASS 420	12
	Information and Communication Technology	ICT 400	6
	Professional Ethics and Law	PEL 400	6
	Social Context of Education	COE 400	12
	Professional Portfolio	PPF 400	12
Elective modules	As prescribed in the field of specialisation.		
1. Early Childhood Development and Foundation Phase	Compulsory: Literacy Numeracy Life Skills	ECD 401	24
		ECD 402	
		ECD 403	
2. Intermediate Phase	Choose <u>two</u> of the following six learning programmes: Languages Mathematics Art and Culture Social Sciences Life Skills, Economy and Society Science and Technology	IPH 401	12
		IPH 402	12
		IPH 403	12
		IPH 404	12
		IPH 405	12
		IPH 406	12
3. Senior Phase	Choose <u>two</u> learning areas in accordance with the degree subjects: Languages Mathematics Art and Culture	SPH 401	12
		SPH 402	12
		SPH 403	12

MODULES	DESCRIPTION	CODE	Cr	
4. Further Education and Training	Social Sciences	SPH 404	12	
	Life Orientation	SPH 405	12	
	Economic and Management Sciences	SPH 406	12	
	Natural Sciences	SPH 407	12	
	Technology	SPH 408	12	
	Choose <u>one</u> methodology in accordance with the following degree subjects on 300 level:			
	Afrikaans	VAF 400	24	
	African Languages	VAT 400	24	
	Biology	VBL 400	24	
	Business Management	VBM 400	24	
	Economics	VEK 400	24	
	English	VES 400	24	
	Foreign Languages	VFL 400	24	
	Geography	VGG 400	24	
	History	VGS 400	24	
	Consumer Sciences	VHE 400	24	
	Hotel and Catering	VHS 400	24	
	History of Art	VKG 400	24	
	Commercial Law	VKR 400	24	
	Art	VKS 400	24	
	Music	VMU 400	24	
	Physical Sciences	VNS 400	24	
	Accounting	VRK 400	24	
	Computer Typing	VRN 400	24	
	Computer Studies	VRS 400	24	
	Speech and Drama	VSD 400	24	
	Tourism	VTO 400	24	
	Mathematics	VWS 400	24	

E.4 POSTGRADUATE CERTIFICATE IN HIGHER EDUCATION (PGCHE)

(a) Requirements for admission

- (i) a Bachelor's degree from a recognised University; or
- (ii) a National Diploma; or
- (iii) a grade 12 certificate with university exemption as well as another M + 3 qualification and appropriate experience deemed adequate by the Dean for admission to the course.

(b) Duration

The course extends over one year and will be presented in block sessions of which two will be presented in the first and the other two in the second semester.

(c) Certificate with distinction

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

(d) The programme:

POSTGRADUATE CERTIFICATE IN HIGHER EDUCATION (Code 09227050)

Program coordinator: Dr PH du Toit, Tel: (012) 420 2817
 e-mail: phdutoit@hakuna.up.ac.za

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

Modules	Year 1	
	Number	Credits
Fundamental modules	2	50
Core modules	5	50
Elective modules	2	20
TOTAL	9	120

MODULES	DESCRIPTION	CODE	CR
Fundamental modules	Professional Development	PFO 400	20
	Mediating Learning	LMD 400	30
Core modules	Curriculum Development	KRO 410	10
	Problem-based Learning	PGL 420	10
	Assessment Practice	ASK 410	10
	Leadership and Management	LAM 420	10
	Education Technology	OWT 410	10
Elective modules	Choose two from the following:		
	Research Supervision	NSV 420	10
	Mentorship	MEP 420	10
	Electronic Learning	CEL 420	10
	Entrepreneurship Practice	EPP 420	10

POSTGRADUATE PROGRAMMES

BACCALAUREUS EDUCATIONIS

E.5 BACCALAUREUS EDUCATIONIS (BEd -postgraduate)

Since only a limited number of students are allowed to the course, all applications will be subject to a selection process.
 Also consult Regulation E.9 of 2000.

Education Psychology

(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.
- (v) Added to the requirements set in Regulation E.3(a), students should also have passed Education on their-year level or Pedagogics 411, 412, 421, 422 and Psychology up to third-year level.

(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.

(d) Special examination in the Faculty of Education

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 following 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.

(f) The programme:**(i) EDUCATIONAL PSYCHOLOGY (Code 09230201)**

Program coordinator: Me S Human, Tel: (012) 420 2770
e-mail: shuman@postino.up.ac.za

Total credits: 168 **NQF Level:** 7

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	1	12	3	36
Core modules	4	60*	3	36
Elective modules	1	24		
TOTAL	6	96	6	72

* (One module of 24 credits)

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	Educational Psychology Practice	OPR 700	24
	Orthopedagogics	OPG 710	12

	Orthopedagogics	OPG 720	12
	Orthodidactics	ODK 710	12
	Career Guidance	BPV 710	12
	Psychology of Education	PPG 710	12
	Community Education	CEN 720	12
Elective modules	Orthopedagogic Diagnostics	OPD 700	24

BACCALAUREUS HONORES DEGREE

E.6 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 an Advanced Certificate in Education (ACE); 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 in the Faculty of Education

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 following year, provided that this will enable the student to comply with all the requirements for the degree.

(e) Research project

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: Dr S Vandeyar, Tel: (012) 420 2003
e-mail: svandeya@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 Approches and Instruments	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 720	12
	Facilitating Learning: Cultivating Expertise Instructional Design and Development	CFL 710 IDD 720	12 12
Elective modules	None		

* API 710 is a prerequisite for A PI 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: Prof WJ Fraser, Tel:(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	3	36
Elective modules			2	24
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	CDV 780	12
	Instructional Design and Development	IDD 720	12
	Facilitating Learning: Cultivating Expertise	CFL 710	12
	Curriculum and Learning Programme Design and Development	CDD 720	12
	Assessment Approaches and Instruments	API 710	12
	Assessment in Practice	API 720	12
Elective modules	Choose two modules as approved by the package coordinator.		12
			12

(iii) TECHNOLOGY EDUCATION (Code 09240030)

Package coordinator: Dr A van Loggerenberg-Hattingh, Tel: (012) 420 2771
e-mail: avlogger@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	TNO 780	12
	Instructional Design and Development	IDD 720	12
	Facilitating Learning: Cultivating Expertise	CFL 710	12
	Curriculum and Learning Programme Design and Development	CDD 720	12
	Assessment Approaches and Instruments	API 710	12
	Technology Education Fundamentals	TNO 740	12

MODULES	DESCRIPTION	CODE	Cr
	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, Tel: (012) 420 2886
e-mail: jknoetze@hakuna.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		

(v) ADULT AND COMMUNITY EDUCATION AND TRAINING (Code 09240070)

Package coordinator: Dr CJG Bender, Tel:(012) 420 3331
e-mail: gbender@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	2	24	6	72
Elective modules				
TOTAL	6	72	6	72

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	VGO 780	12
	Learning in Adulthood	VWL 710	12
	Community Education	OWG 720	12
	Human Resource Management in Education	MHB 710	12
	Assessment Approaches and Instruments	API 710	12
	Curriculum and Learning Programme Design and Development	CDD 720	12
	Facilitating Adult Learning	LVL 720	12
	Asset-building and Community Development	GBG 720	12
Elective modules	None		

(vi) **EDUCATION MANAGEMENT, LAW AND POLICY (Code 09240060)**

Package coordinator: Prof A van der Bank, Tel:(012) 420 2929
e-mail: ajvdbank@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	NMP 780	12
	Education Management Theories	OWT 730	12
	Human Resource Management in Education	MBE 730	12
	Financial Management in Education	FBO 730	12
	Leadership and Change in Education	LVO 730	12
	Education Law	OWR 730	12
	Policy Studies in Education	BSO 730	12
	Education Law and Policy	OBG 730	12
Elective modules	None		

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	3	30		
Core modules	3	45	3	45
Elective modules			1	120
TOTAL	6	75	4	165

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	Research Methodology	NME 810	15
	Education, Development and Globalisation	OOG 810	15
Core modules	Educational Psychology Practice	OPR 800	15
	Orthopedagogics	OPG 804	15
	Parent Education	OUB 804	15
	Orthodidactical Theory and Diagnostic Assessment	ODD 874	15
	Orthodidactical Assistance	ODH 874	15
	Career Orientation Pedagogics	BOP 804	15
Elective modules	Dissertation of limited scope in one of the following areas:		120
	Emotional and Behavioural Problems	OPG 895	
	Learning Problems	ODK 895	
	Career Orientation Pedagogics	BOP 895	
	Parent Education	OUB 895	

(ii) ENVIRONMENTAL EDUCATION (Code 09250481)

Package coordinator: Dr L Jita, Tel: (012) 420 4873
e-mail: ljita@postino.up.ac.za

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

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
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	Research Methodology	NME 810	15
	Education, Development and Globalisation	OOG 810	15
Core modules	Environmental Paradigms	ENV 810	20
	Environmental Governance	ENV 811	20
	Environmental Analysis, Assessment and Modelling	ENV 812	20
	Dissertation of limited scope	ENV 895	120
Elective modules	Choose one module:		
	Eco-tourism	GGY 887	20

MODULES	DESCRIPTION	CODE	Cr
	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

(iii) LEARNING SUPPORT, GUIDANCE AND COUNSELLING (Kode 09250501)

Package coordinator: Prof AC Bouver, Tel: (012) 420 2339
e-mail : acbouver@hakuna.up.ac.za

Total credits: 180 **NQF Level:** 8

NB.: For 2003 this programme will be compiled in collaboration with the package coordinator.

(iv) EDUCATOR PROFESSIONAL DEVELOPMENT (Code 09250572)

Package coordinator: Prof JA Slabbert, Tel: (012) 420 2773
e-mail: jslabber@hakuna.up.ac.za

Total credits: 180 **NQF Level:** 8

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	2	30		
Core modules	4	60	1	90
Elective modules				
TOTAL	6	90	1	90

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	Research Methodology	NME 810	15
	Education, Development and Globalisation	OOG 810	15
Core modules	Professional Development	PFO 880	15
	Educational Change	FVV 880	15
	Facilitating Learning	FCL 880	15
	Assessment and Quality Assurance	AQA 880	15
	Dissertation of limited scope	EPD 895	90
Elective modules	None		

(v) SCIENCE AND TECHNOLOGY EDUCATION (Code 09250531)

Package coordinator: Dr L Jita, Tel: (012) 420 4873
e-mail: ljita@hakuna.up.ac.za

Total credits: 180 **NQF Level:** 8

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	2	30		
Core modules	4	60	1	90
Elective modules				
TOTAL	6	90	1	90

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	Research Methodology	NME 810	15
	Education, Development and Globalisation	OOG 810	15
Core modules	Curriculum Studies and Evaluation in Science and Technology Education	KSE 880	15
	Science, Technology and Society	WTG 880	15
	Learning Theories and Instructional Approaches in Science and Technology Education	LOB 880	15
	New Frontiers and Development in Science and Technology Research and Practice	NTO 880	15
	Dissertation of limited scope	NWT 880	90
Elective modules	None		

(vi) COMPUTER-INTEGRATED EDUCATION (Code 09250521)

Package coordinator: Prof J Cronjé, Tel: (012) 420 4257
e-mail: jcronje@up.ac.za

Total credits: 180 **NQF Level:** 8

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	2	30		
Core modules	2	30	1	90
Elective modules	1*	15*	1	30
TOTAL	4	60	2	120

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	Research Methodology	NME 810	15
	Education, Development and Globalisation	OOG 810	15
Core modules	Instructional Design and Development	IOO 880	15

MODULES	DESCRIPTION	CODE	Cr
	Theory of Teaching and Training with Technology	TOT 880	15
	Dissertation of limited scope	RGO 895	90
Elective modules	Evaluation and Assessment of E-Learning	EAE 880	15
	Implementation and Management of E-Learning	IBE 880	15
	Information Technology for Distance Education	IAO 880	15
	Education Essence*	OSS 880	15

* A student who has an entry qualification of adequate level, but no prior qualification in education, will be required to take the module Education Essence (OSS 880) as an extra module in the first quarter – effectively following a 195 credit course.

- **NB: This package is only presented in English.**

(vii) EDUCATION MANAGEMENT, LAW AND POLICY (Code 09250571)

Package coordinator: Prof A van der Bank, Tel: (012) 420 2929
e-mail: ajvdbank@hakuna.up.ac.za

Total credits: 180 **NQF Level:** 8

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	2	30		
Core modules	4	60	1	90
Elective modules				
TOTAL	6	90	1	90

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	Research Methodology	NME 810	15
	Education, Development and Globalisation	OOG 810	15
Core modules	Self-managing Schools	SBS 880	15
	Leadership and Gender Equality	LGG 880	15
	Issues in Education Policy	TOB 880	15
	Education Law	OWG 880	15
	Dissertation of limited scope	OWR 895	90
Elective modules	None		

(viii) EDUCATION FOR COMMUNITY BUILDING (Code 09250576)
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Package coordinator: Dr C.J.G Bender, Tel: (012) 420 3331
e-mail: gbender@hakuna.up.ac.za

Total credits: 180 **NQF Level:** 8

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	2	30		
Core modules	4	60	1	90
Elective modules				
TOTAL	6	90	1	90

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	Research Methodology	NME 810	15
	Education, Development and Globalisation	OOG 810	15
Core modules	Community Building and Education	GBO 880	15
	Leadership for Community Building	LCB 880	15
	Adult and Community Education	VGO 880	15
	Programme Development and Impact Assessment	PIA 880	15
	Dissertation of limited scope	GBO 895	90
Elective modules	None		

(ix) PRINCIPALSHIP (Code 09250577)

NB: Subject to approval by the Council for Higher Education.

Package coordinator: Dr J Heystek, Tel: (012) 420 2766
e-mail: jheystek@hakuna.up.ac.za

Total credits: 180 **NQF Level:** 8

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	2	30		
Core modules	6	90	1	60
Elective modules				
TOTAL	8	120	1	60

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	Research Methodology	NME 810	15
	Education, Development and Globalisation	OOG 810	15
Core modules	Educational Management and Leadership	EDL 880	15
	Leadership and Management of Learning in Education	LBL 880	15
	Leadership and Management of Human Resources in Education	LBO 880	15
	Accountability and Financial Management in Education	AFB 880	15
	Comparative School Management and Practicum	VSP 880	15
	Education Law	OWR 880	15
	Dissertation of limited scope	EDL 895	60
Elective modules	None		

**(x) ASSESSMENT AND QUALITY ASSURANCE IN EDUCATION AND TRAINING
(Code 09250561)**

Requirements for admission

- BEd(Hons) specializing in assessment and quality assurance; or
- an equivalent degree; or
- an applicable Honours' degree and a teacher's diploma; or
- any other qualification or appropriate prior learning or workplace related experience in evaluation and assessment and/or quality assurance practices qualifying for entry into this master's programme.

All applications are subject to selection.

NB: The fourth admission requirement is essential for this MEd programme, as it can be expected that students from many organizations (with formal and informal learning) who have a variety of backgrounds in quality assurance and institutional monitoring may want to take part in this programme.

Package coordinator: Dr S Howie, Tel: (012) 420 4131
e-mail: showie@postino.up.ac.za

Total credits: 180 **NQF Level:** 8

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	2	30		
Core modules	5	75	1	60
Elective modules			1	15
TOTAL	7	105	2	75

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	Research Methodology	NME 810	15
	Education, Development and Globalisation	OOG 810	15
Core modules	Quality Assurance, Evaluation and Assessment at System Level	KEA 880	15
	Whole School Evaluation and Classroom Assessment	HSK 880	15
	Programme Evaluation	PRE 880	15
	Research Design and Tools	MOM 880	15
	Measurement and Instrument Development	MII 880	15
	Dissertation of limited scope	KEA 895	60
Elective modules	Choose one module from:		15
	Monitoring in Education: International and National Perspectives	INP 880	
	Quality Assurance in the Workplace	KVW 880	
	School Improvement and Effectiveness	SVE 880	
	Programme Evaluation: Theories and Debates	PTS 880	
	Assessment in the Classroom	ASK 880	
Advanced Measurement and Instrumentation	GMI 880		

(f) 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, following the approval of a complete research proposal. A literature study is not acceptable.

(ii) Disciplines	Field of study code	Dissertation code
• Learning Support, Guidance and Counselling	09250500	LVB 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

DOCTORAL DEGREES

E.8 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
	• Computer-integrated Education	09261520	CIE 900	CIE 990
	• Education Management, Law and Policy	09261530	OWB 900	OWB 990
	• Learning Support, Guidance and Counselling	09261540	LVB 900	LVB 990
	• Curriculum and Instructional Design and Development	09261560	CDV 900	CDV 990

(f) Seminar-based PhD

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.9 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 are evident.

E.10 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

DISTANCE EDUCATION

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

The following certificates, diploma and degree are awarded/conferred in the Faculty. These programmes are offered as paper-based programmes, supported by academic contact sessions and are presented in a distance education mode.

(a) Certificates

Advanced Certificate in Education (ACE) (two years part-time) with specialisation in :

- (i) Education Management
- (iii) Special Needs Education

(b) Degree

BEd(Hons) (two years part-time)

- (i) Education Management, Law and Policy

CERTIFICATES

E.11 ADVANCED CERTIFICATE IN EDUCATION (ACE)

Successful completion of this certificate programme gives admission to the BEd(Hons) programme.

(a) Requirements for admission

- (i) A professional teaching diploma of at least three years full-time study (M + 3).
- (ii) A professional teaching diploma of two years full-time study and a diploma [NPDE or Diploma in Human Resource Development (Y&Y)].
- (iii) 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 and must be completed within four years.

(c) Examinations

Examinations take place twice a year in April and October at examination centres countrywide. Students must register for examinations.

(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.

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

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	The Social Context of Education and Professional Development	EDS 401	20
Core modules	Learners with Problems	LWP 401	20
	Assessment of Learners with Problems	LAP 401	20
	Practical Experience	LPO 402	20
	Learners with Problems	LWP 402	20
	Learning Support Programmes	LSR 402	20
Elective modules	None		

BACCALAUREUS HONORES DEGREE

E.12 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 an Advanced Certificate in Education (ACE); or
- (iv) 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

The programme extends over a period of at least four semesters part-time. The programme must be completed within five years.

(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) Examinations

Examinations take place twice a year in April and October at examination centres countrywide. Students must register for examinations.

(e) Research project

A research project of limited scope is compulsory, and must be prepared according to the requirements of the specific Department and submitted for assessment.

(f) The following package is presented:**(i) EDUCATION MANAGEMENT, LAW AND POLICY (Code 09240080)**

Package coordinator: Prof A van der Bank, Tel:(012) 420 2929
e-mail: ajvdbank@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 732	12
	Foundation of Educational Research	NME 731	12
	Introduction to Quantitative Research	NME 732	12
	Introduction to Qualitative Research	NME 733	12
Core modules	Research Project	OWB 781	12
	Education Management Theory	TEM 711	12
	Human Resource Management in Education	HRE 711	12
	Financial Management in Education	FMO 711	12
	Leadership and Change in Education	LVO 711	12
	Education Law	OWR 721	12
	Policy Studies in Education	PSE 722	12
	Education Law and Policy	ELP 721	12
Elective modules	None		

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, BEd, BSocSci and BPsych

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
OPV 151	SS	A/E	3		1		1	5
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	SS	A/E	3		1		2	5
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	SS	A/E	3		1		3	5
Educational psychology								
The preschool child and primary school child, and the adolescent. Disabilities: intellectual disabilities and implications of disabilities. Theoretical framework for inclusive education. Inclusive education in South Africa and an international perspective on inclusive education.								
OPV 154	SS	A/E	3		1		4	5
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	SS	A/E	3		2		1	5
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	SS	A/E	3		2		2	5
Learning models for lifelong learning								
Historical foundations for learning: behaviourism, neo-behaviourism, social learning, cognitive and gestalt perspectives, information processing, humanism, ecological.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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	SS	A/E	3		2		3	5
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	SS	A/E	3		2		4	5
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	SS	A/E	4		3		1	6
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	SS	A/E	4		3		2	6
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	SS	A/E	4		3		3	6
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, should be interpreted in a critical manner.								
OPV 354	SS	A/E	4		3		4	6
The 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 the transformation of education in South Africa.								

EDUCATION (FOR BPSYCH ONLY)

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
OPV 355	EP	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	EP	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	EP	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	EP	A/E	2		3	2		15
Learning Problems								
The symptoms of learning difficulties and Special Education Needs in all school phases and all contexts in which a learner finds him-/herself: school, home, community, culture, society, as well as the causes of these learning problems. Theories on barriers to learning.								
OPV 360	EP	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 their 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	EP	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	EP	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	EP	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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
indicators in career guidance. Career guidance content. Multicultural, individual and group-based career guidance.								
OPV 458	EP	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	EP	A/E	1			1		15
Life Skills								
The field of life skills. The empowering value of life skills. Facilitation of life skills. Intrapyschic 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) (Learning Support, Guidance and Counselling).

2. BEd

FUNDAMENTAL MODULES

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
CIL 171		A&E	2		1		1	3
Computer and Information Literacy 171								
Keyboard and mouse skills, email, basic Internet and Web skills, basic theoretical introduction to hardware and software. Windows as operational system.								
CIL 172		A&E	2		1		2	3
Computer and Information Literacy 172								
Word-processing programmes: Creation, editing and formatting of documents, outline editing, automatic numbering and footnotes, tables and columns, insertion of multimedia, data exchanges etc. Presentation programmes: Creation of presentations, together with figures, text animation and the insertion of multimedia.								
CIL 173		A&E	2		1		3	3
Computer and Information Literacy 173								
Spreadsheet programmes: basic spreadsheet skills including formulas and diagrams. Database programmes: Basic database skills including searches, compilation of reports, etc.								
CIL 174		A&E	2		1		4	3
Computer and Information Literacy 174								
Search strategy formulation: the use of Boolean operators, natural language and Controlled language. Searches on CD-ROM and the Internet; the evaluation of Internet search engines. The analysis, organization and synthesizing of information. Resources study.								
EAG 151	SAO	A&E	2		1		1	3
Academic Skills 151								
Academic goal setting, time management, study strategies, creative problem-solving techniques, and critical thinking. Organization and management of personal academic activities and development to enhance learning and a continuous learning culture.								

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
EOT 151		A&E	2		1		1	3
Language Proficiency 151 Knowledge of basic grammar and basic vocabulary is revised, using documentary texts that are thematically subject related. In terms of skills, the focus is placed on the development of the receptive skills (listening and reading) on text level, while the development of the productive skills (speaking and writing) will also receive attention, but only on paragraph level.								
EOT 152		A&E	2		1		2	3
Language Proficiency 152 Knowledge of general academic vocabulary is developed by means of general academic texts, which are thematically subject related. A foundation is laid in the knowledge of text grammar and argumentation forms. All four the linguistic skills (listening, reading, speaking and writing) are practised on text level.								
EOT 153		A&E	2		1		3	3
Language Proficiency 153 Knowledge of subject specific vocabulary is developed, using subject specific academic and scientific texts. Basic knowledge of text grammar and argumentation forms is broadened. Specific attention is given to the application of the two receptive skills (listening and reading) for academic purposes.								
EOT 154		A&E	2		1		4	3
Language Proficiency 154 The focus is on developing and applying the four linguistic skills on text level for academic purposes. The two productive skills (speaking and writing) will receive special attention.								
JFG 153	SMT	A&E	2		1	2	3	3
Fundamental Numeracy 153 Knowledge of basic concepts and skills regarding numeracy.								
JFG 154	SMT	A&E	2		1	2	4	3
Fundamental Numeracy 154 Knowledge of basic concepts and skills regarding numeracy.								
JTK 200	ALHM	E	1		2			12
Language across the Curriculum 200 Effective communication strategies linked to the requirements of the teaching profession.								
JTK 300	ALHM	A	1		3			12
Taal oor die Kurrikulum 300 Effektiewe kommunikasie-strategieë gekoppel aan die vereistes van die onderwys-professie. Indien 'n student nie Afrikaans magtig is nie, moet enige ander taal-module van ten minste 12 krediete op die hoofkampus gevolg word.								

CORE MODULES

EDUCATION

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
OPV 151	SS	A/E	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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
OPV 152	SS	A/E	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	SS	A/E	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	SS	A/E	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	SS	A/E	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	SS	A/E	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, humanist and 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	SS	A/E	3		2		3	10
Curriculum development								
Curriculum and culture: theoretical curriculum design and development (CDD) of a 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	SS	A/E	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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
criteria; range statements; maintenance of standards; criteria of excellence. Quality assurance.								
OPV 351	SS	A/E	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	SS	A/E	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	SS	A/E	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	SS	A/E	4		3		4	15
The 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 the transformation of education in South Africa.								

RESEARCH METHODOLOGY

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JNM 311	SS	A/E	2	1	3	1		6
Research Methodology 311 A theoretic-practical frame of reference of the field of research; the introduction to the collection of information and the identification and formulation of a research problem.								
JNM 321	SS	A/E	2	1	3	2		6
Research Methodology 321 A theoretic-practical frame of reference of the statistical computing of research information.								
JNM 480	SS	A/E	1		4			12
Research Project 480 The practical implementation of theory in a research project.								

TEACHING PRACTICE

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JPO 280, 380, 480	SS	A/E						6
Teaching Practice Students are placed at schools to: <ul style="list-style-type: none"> • observe teaching and learning activities; • apply the theory in practice; and • present learning activities. 								

PROFESSIONAL STUDIES (IP, SP & ECD)

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JPS 110	SS	A/E	2		1	1		3
Professional Studies 110								
General didactics among other theories, teaching and learning styles, OBE, lesson planning, terminology and assessment.								
JPS 120	SS	A/E	1		1	2		3
Professional Studies 120								
Developing a successful communication and teaching style, by means of practical demonstration recorded on video, for discussion and assessment purposes. The design and use of media and resources in teaching and learning activities.								

UBUNTU

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JUB 251	SS	A/E	1		2	1	1	2
Ubuntu 251								
A general overview on the most prominent culture groups in South Africa and their viewpoint on selective topical themes concerning the cultural environment in South Africa.								

RELIGIOUS STUDIES

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JRE 252	SS	A/E	1		2	1	2	2
Religious Studies 252								
An overview on the six most prominent religions in South Africa and their point of view on selective topical themes concerning the religious-secular environment in South Africa.								

CROSS-CURRICULAR READERSHIP

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JLV 253	ALHM	A/E						2
Cross-curricular Readership 253								
The course enables students to promote readership in general and cross-curricular strategies in particular through the study of texts that enhance set courses and are relevant to environmental and social issues.								

ENVIRONMENTAL EDUCATION

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JOO 254	SS	A/E	1		2	2	4	2
Environmental Education 254								
The nurturing of positive attitudes, values and standards with reference to the environment as well as the techniques to accomplish it.								

FIRST AID

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JNH 454	ALHM	A/E	1	2	4	2		6
First Aid 454 A practical course in the basic skills of first aid.								

TEACHING AND LEARNING STRATEGIES (FP)

Module code	Dept	Lang	Lpw	ppw	Yr	Sem	Qr	Cr
JSN 410	ECE	A/E	2		4	1		12
Children with Special Needs 410 Understanding and critically reflecting on the nature of barriers to learning and the principles underlying different strategies that can be used to address them.								
JAS 420	ECE	A/E	2		4	2		12
Assessment 420 Demonstration of observation skills and assessment of skills in the classroom.								

BASIC TECHNOLOGY (IP & SP)

Module code	Dept	Lang	lpw	Ppw	Yr	Sem	Qr	Cr
JBT 210	SMT	A&E	1	1	2	1		12
Basic Technology 210 (IP) The development of technology. Needs identification and problem solving. Overview of basic technological and design concepts and skills. Basic principles of entrepreneurship. Application in the Intermediate Phase. A portfolio must be handed in.								
JBT 220	SMT	A&E	1	1	2	2		12
Basic Technology 220 (SP) Basic principles of entrepreneurship. Application in the Senior Phase. A portfolio must be handed in.								

METHODOLOGY OF LEARNING AREAS (Only IP & SP)**LANGUAGE**

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JLL 251	ALHM	A&E	1		2			2
Language 251 Methodology of Language as a learning area as required by the National Curriculum.								

MATHEMATICS

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JLW 252	SMT	A&E	1		2			2
Mathematics 252 Methodology of Mathematics as a learning area as required by the National Curriculum.								

SCIENCE

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JLS 253	SMT	A&E	1		2			2
Science 253 Methodology of Science as a learning area as required by the National Curriculum.								

ECONOMIC AND MANAGEMENT SCIENCES

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JLE 252	SMT	A&E	1		2			2
Economic and Management Sciences 252 Methodology of Economic and Management Sciences as a learning area as required by the National Curriculum.								

HUMAN AND SOCIAL SCIENCES

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JLM 251	SS	A&E	1		2			2
Human and Social Sciences 251 Methodology of Human and Social Sciences as a learning area as required by the National Curriculum.								

ART, CULTURE AND DRAMA

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JLK 253	ALHM	A&E	1		2			2
Art, Culture and Drama 253 Methodology of Art, Culture and Drama as a learning area as required by the National Curriculum.								

LIFE ORIENTATION

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JLO 254	SS	A&E	1		2			2
Life Orientation 254 Methodology of Life Orientation as a learning area as required by the National Curriculum.								

TECHNOLOGY

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JLT 254	SMT	A&E	1		2			2
Technology 254 Methodology of Technology as a learning area as required by the National Curriculum.								

ELECTIVE MODULES I (ECD and Foundation Phase)**FIELD OF SPECIALIZATION (Compulsory)**

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JFP 110	ECE	A/E	1	1	1	1		6
Foundation Phase Studies 110 Understanding and use of content and skills prescribed by the National Curriculum (approach: Outcomes-based Education). Planning and managing the three learning programmes in the Foundation Phase.								
JVK 130	ECE	A/E	2	1	1	1		12
ECD-Studies 130 Planning, implementation and evaluation of the Early Childhood curriculum to promote learning and development in the early years.								

Module kode	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JHM 120	ECE	A/E	1	1	1	2		6
Resources and Material 120								
Design and development of teaching skills, strategies, resources and material.								
JGL 210	ECE	A/E	1	1	2	1		6
Early Literacy 210								
Facilitating the acquisition of early literacy. The use of children's literature in early literacy.								
JLG 210	ECE	A/E	2		2	1		12
Learning Area: LLC 210								
Content of the learning area: language, literacy and communication (main language and additional language).								
JMB 210	ECE	A/E	1	1	2	1		6
Human Movement Science 210								
Movement in the early childhood years (0-9 year). A theoretical perspective on and practical execution of physical activities relevant to the child in the Foundation Phase.								
JGL 220	ECE	A/E	2	1	2	2		12
Literacy Programme 220								
Acquisition of literacy skills. Understanding different explanations and approaches of how learners learn and use literacy skills at different ages (0 - 9 years). Planning, managing and facilitating the literacy programme (main language).								
JGS 220	ECE	A/E	1	1	2	2		6
Early Numeracy 220								
Facilitating the acquisition of early numeracy concepts and skills.								
JMO 220	ECE	A/E	1	1	2	2		6
Music Education 220								
Music education in the early childhood years (0-9 year). Didactical principals for the presentation of music in schools.								
JGS 310	ECE	A/E	2	1	3	1		12
Numeracy Programme 310								
Planning, managing and facilitating the numeracy programme.								
JKO 310	ECE	A/E	1	1	3	1		6
Art Education 310								
The role of art education in the early years. The learning area AC (Art and Culture).								
JLN 310	ECE	A/E	1		3	1		6
Learning Area: NS 310								
Content of the learning area Natural Sciences.								
JLW 310	ECE	A/E	1		3	1		6
Learning Area: MLMMS 310								
Mathematical Literacy, Mathematics and Mathematical Sciences.								
JGV 320	ECE	A/E	1	1	3	2		6
Health and Safety 320								
Development of health and safety in the early childhood years.								
JLT 320	ECE	A/E	1		3	2		6
Learning Area: Technology 320								
Content of the learning area Technology.								
JOJ 320	ECE	A/E	1	1	3	2		6
Reception Year (Grade R) 320								
Managing and facilitating the planning and implementation of the learning programmes in Grade R.								

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JBA 410	ECE	A/E	1	1	4	1		6
Management of Programmes 410 Demonstration of management of the three learning programmes in the classroom.								
JGL 410	ECE	A/E	1	1	4	1		6
Literacy Programme 410 Planning, managing and facilitating the literacy programme (additional language).								
JLL 410	ECE	A/E	2		4	1		12
Learning Area: LO, HSS and EMS 410 Content of the learning area Life Orientation (Religious education) and Human and Social Sciences as well as Economic and Management Sciences.								
JLP 410	ECE	A/E	2	1	4	1		12
Life Skills Programme 410 Planning, managing and facilitating the life skills programme in the Foundation Phase.								

SPECIAL EDUCATION NEEDS

Module code	Dept	Lang	lpw	Ppw	Yr	Sem	Qr	Cr
JSN 120	ECE	A/E	2	1	1	2		12
Special Education Needs 120 Introduction to learners with special education needs. Teaching strategies and models to manage learners with special education needs.								
JSN 210	ECE	A/E	2	1	2	1		12
Special Education Needs 210 Planning for education intervention.								
JSN 320	ECE	A/E	2	1	3	2		12
Special Education Needs 320 Learning disabilities. Giftedness and talent development. Physical impairment and special health care needs.								
JSN 410	ECE	A/E	2	1	4	1		12
Special Education Needs 410 Research project in special education needs.								

ECD-STUDIES

Module code	Dept	Lang	lpw	Ppw	Yr	Sem	Qr	Cr
JVK 120	ECE	A/E	2	1	1	2		12
Babies and Toddlers 120 Setting up a learning environment for children under three years of age, that facilitates their social, physical, intellectual, and emotional development.								
JVK 210	ECE	A/E	2	1	2	1		12
Management Skills in ECD Schools 210 Acquiring management, business, and administrative skills to start a crèche and pre-primary school.								
JVK 320	ECE	A/E	2	1	3	2		12
Programme Planning in ECD 320 Understanding and applying different approaches to pre-primary school programme planning in South Africa and internationally.								
JVK 410	ECE	A/E	2	1	4	1		12
Research Project in ECD programmes 410 Research into different ECD programmes in South Africa.								

ELECTIVE MODULES II (All BEd-programmes)**AFRIKAANS**

Modulekode	Dept	Taal	lpw	Ppw	Jr	Sem	Kw	Kt
JAF 110	KTMB	A	2		1	2		10
Taalverskeidenheid 110 Die module bied 'n oorsig oor taalvariëteite en -variante. Geografies-gebonde taalgebruik en taalregister word onder die loep geneem.								
JAF 120	KTMB	A	2		1	1		10
Arikaans: Drama 120 In hierdie module maak die student kennis met die teorie en praktyk van drama. Inhoude word verbesonder vir die eise van die onderwysprofessie.								
JAF 210	KTMB	A	2		2	1		10
Taalwetenskap 210 Die student bestudeer die onderliggende beginsels en konvensies van die Afrikaanse taalwetenskap.								
JAF 220	KTMB	A	2		2	2		10
Tekste 220 Die student bestudeer die teorie en tekste van verskillende genres.								
JAF 310	KTMB	A	2		3	1		12
Alternatiewe Afrikaanse Tekste 310 Die module bied 'n studie van die filosofie, teorieë en werkswyses van 'n verskeidenheid alternatiewe Afrikaanse tekste.								
JAF 320	KTMB	A	2		3	2		12
Kontemporêre Taalkwessies 320 'n Kritiese studie van eietydse taalkwessies en die aktuele manifestering daarvan.								

METODIEK: AFRIKAANS

Modulekode	Dept	Taal	lpw	ppw	Jr	Sem	Kw	Kt
JMA 200	KTMB	A	2		2			6
Metodiek: Afrikaans 200 (Only FET) Die student word gelei in die eietydse onderrigbenadering tot taal- en teksonderrig met spesiale fokus op poësie, kinder- en jeugliteratuur.								
JMA 300	KTMB	A	2		3			6
Metodiek: Afrikaans 300 Die module bemagtig die student om op geïntegreerde wyse die verskillende taalvaardighede te kan beplan, aanbied en assesseeer.								

ENGLISH

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JEN 151	ALHM	E	2		1	1	1	5
Language Studies 151 An historical and practical approach to language studies.								
JEN 152	ALHM	E	2		1	1	2	5
Prose 152 Critical reading of a variety of prose texts.								
JEN 153	ALHM	E	2		1	2	3	5
Drama 153 The development of drama; a selection of Greek and modern plays.								

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JEN 154	ALHM	E	2		1	2	4	5
Poetry 154 A generic and chronological approach to poetry leading up to 1914.								
JEN 251	ALHM	E	2		2	1	1	5
Language Studies 251 Phonetics and related fields.								
JEN 252	ALHM	E	2		2	1	2	5
Prose 252 A number of novels are studied.								
JEN 253	ALHM	E	2		2	2	3	5
Drama 253 A study of sub-genres in drama; a selection.								
JEN 254	ALHM	E	2		2	2	4	5
Poetry 254 Study of poetry written after 1914, including South African poetry.								
JEN 351	ALHM	E	2		3	1	1	6
Children's Literature 351 A study of children's and youth fiction, focusing on the intellectual, moral and emotional development of the child and his reading habits.								
JEN 352	ALHM	E	2		3	1	2	6
Prose 352 An advanced course in prose.								
JEN 353	ALHM	E	2		3	2	3	6
Drama 353 An advanced course in textual studies, as well as drama-in-education.								
JEN 354	ALHM	E	2		3	2	4	6
Poetry 354 Gender studies.								

METHODOLOGY: ENGLISH

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JME 200	ALHM	E	2		2			6
Methodology: English 200 (Only FET) Facilitating LLC in an OBE system; Different teaching approaches and methodologies in second language teaching; Lesson design; Coping with challenging learning environments.								
JME 300	ALHM	E	2		3			6
Methodology: English 300 Nurturing appreciation of poetry; Developing reading and writing skills; The media as learning materials.								

BIBLICAL AND RELIGIOUS STUDIES

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JBG 110	SS	A/E	2		1	1		10
Biblical and Religious Studies 110 Bible in a Nutshell Value of the scientific study of the Bible; introduction to the books of the Old Testament; introduction to the books of the New Testament.								

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
Bible Countries Then and Now Biblical history of Israel; biblical archaeology; geography of biblical countries in ancient and modern times.								
JBG 120	SS	A/E	2		1	2		10
Biblical and Religious Studies 120 Pentateuch and Gospels Introduction to the Pentateuch: the book Genesis (selections); Genesis 1-11; extra biblical creation stories; interpretation of creation narratives; The Decalogue. Introduction to the Gospels: sources of Gospels; internal Gospel relationships; Jesus and the Kingdom of God synoptic and Johannine perspectives. Caleidoscope of Religions Study of religion; Basic concepts applicable to various faiths; Principles for categorising religions. Judaism; Islam; Hinduism; Buddhism; Traditional African religions.								
JBG 210	SS	A/E	2		2	1		10
Biblical and Religious Studies 210 Institutions and Values Religious and social institutions: temple, synagogue and church; development of the Christianity; modern trends in Christianity; Biblical values. New Testament Letters Introduction to the General Epistles, general orientation to the Pauline letters; aspects of the message of the Pauline letters.								
JBG 220	SS	A/E	2		2	2		10
Biblical and Religious Studies 220 Storytellers, Poets and Prophets Introduction to narrative and poetry texts; Introduction to Deuteronomistic and Chronicist histories; Introduction to Old Testament prophetic literature. Selected passages from above-mentioned literature.								
JBG 310	SS	A/E	2		3	1		12
Biblical and Religious Studies 310 How to Read the Bible Text of the Bible and the development of the biblical canon(s); Study the art of understanding the Bible. Search for Historical Jesus Images of Jesus in the four gospels.								
JBG 320	SS	A/E	2		3	2		12
Biblical and Religious Studies 320 Wise men, Singers, Lovers and Visionaries Perspectives on Wisdom, study of the books of Psalms, Job, Proverbs and Song of Songs. Introduction to apocalyptic literature and selections of the book of Daniël.								

METHODOLOGY: BIBLICAL AND RELIGIOUS STUDIES

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JMF 200	SS	A/E	2		2			6
Methodology: Biblical and Religious Studies 200 (Only FET) As required by the National Curriculum.								
JMF 300	SS	A/E	2		3			6
Methodology: Biblical and Religious Studies 300 As required by the National Curriculum.								

ECONOMIC AND MANAGEMENT SCIENCES**ECONOMICS**

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
EKN 110		A/E	3			1	1	10
Economics 110 Conceptualise the interrelationships of the different sectors in South African economy. The functioning of international trade, government economics and policy, the labour market, monetary economics, economic development, environmental economics with specific reference to the South African context. The impact of national and international decisions and events on the South African economy.								
EKN 120		A/E	3		1	2		10
Economics 120 The economic environment and problem: working and course of the South African economy; Functioning and interrelationships of the different economic sectors. Macro-economic theory and analysis. Analyse and interpret economic performance criteria: economic growth, inflation, job creation, balance of payments and exchange rate stability, income distribution. Calculate and interpret core economic indicators. Basic micro-economic principles: demand analysis (consumer theory); Supply analysis (producer theory). Market analysis: market equilibrium; Price determination; Market forms; Market failure; Calculate and interpret price, income and cross elasticities.								
EKN 251		A/E	3		2		1	8
Economics 251 From Wall and Bay Street to Diagonal Street, a thorough understanding of the mechanisms and theories explaining the workings of the economy is essential. Macro-economic insight is provided on: the real market, the money market, two market equilibrium, monetarism, growth theory, conjuncture analysis, inflation, Keynesian general equilibrium analysis and fiscal and monetary policy issues.								
EKN 252		A/E	3		2		2	8
Economics 252 Micro-economic insight is provided into: consumer and producer theory, general micro-economic equilibrium, Pareto-optimality and optimality of the price mechanism, welfare economics, market forms and the production structure of South Africa.								
EKN 220		A/E	3		2	2		16
Economics 220 International economic insight is provided into: international economic relations and history, theory of international trade, international capital movements, international trade politics, economic and customs unions and other forms of regional co-operation and integration, international monetary relations, foreign exchange markets, exchange rate issues and the balance of payments, as well as open economy macro-economic issues.								

ENTREPRENEURSHIP

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
OBS 113		A/E	3		1			10
Entrepreneurship 113 Introduction to the South African entrepreneurship environment. Entrepreneurship the construct, including the culture of entrepreneurship. Characteristics of South African entrepreneurs, entrepreneurship in the informal sector.								

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
OBS 123		A/E	3		1	2		10
Entrepreneurship 123								
Feasibility of new opportunities, the business plan and its sub sections: marketing, operations, financial, purchasing and administrative plan. Importance of entrepreneurship in South Africa, case studies of successful entrepreneurs, female entrepreneurs.								
OBS 213		A/E	3		2	1		16
Entrepreneurship 213								
Creativity, innovation and identification of opportunities: synopsis of creativity, techniques to facilitate creativity, barriers to creativity, creative versus critical thinking. Creative problem solving and identification of opportunities: identification of opportunities, development of ideas, evaluation and prioritising of ideas. Reinforcement of personal attributes: personal attributes and actions to facilitate creativity, enhancement of intuitive abilities.								
OBS 223		A/E	3		2	2		16
Entrepreneurship 223								
Nature of small business management, management of entrepreneurial opportunities, management of the business plan, small business marketing, purchasing, operational and financial management. Social and legal small business environment in South Africa: all legal requirements entrepreneurial businesses have to comply with.								

FINANCIAL ACCOUNTING

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
FRK 100		A/E	4		1			24
Financial Accounting 100								
Interest calculations, insurance claims, accounting treatment of transactions, enterprises without profit motive, departmental accounts and annual financial statements of sole proprietor. Joint ventures, partnerships, close corporations, companies, analysis and interpretation of financial statements using cash-flow statement, manufacturing enterprises, tracing and correction of errors, incomplete records, branch accounting and an introduction to theory of accounting.								
FRK 101		A/E	4		1			24
Financial Accounting 101								
Basic accounting equation, accounting procedures from source documents via subsidiary books, general ledgers, trial balance and adjustments to the financial statements of a sole proprietorship. Control accounts, departmental accounts, bank reconciliation statements, realisation of property, plant and equipment, depreciation. Interest calculations, insurance claims, treatment of accounting transactions, enterprises without profit motive, departmental accounts. Joint ventures, partnerships, close corporations, companies, analysis and interpretation of financial statements using cash-flow statement, manufacturing enterprises, tracing and correction of errors, incomplete records, branch accounting and an introduction to theory of accounting.								
FRK 200		A/E	5		2			35
Financial Accounting 200								
Accounting for investment transactions, debentures and instalment sale agreements. Consolidation techniques and preparation of group financial statements. Preparation and presentation of company annual financial statements in compliance with requirements of the Companies Act and certain statements of generally accepted accounting practice. Contents of interim reports and provisional financial statements in compliance with Companies Act requirements. Introduction to change / conversion of entity forms. Introduction to income tax in respect of companies' and individual VAT.								

BUSINESS LAW

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
BER 210		A/E	3		2	1		16
Business Law 210 Basic principles of Law of Contract. Law of sales, credit agreements, lease.								
BER 220		A/E	3		2	2		16
Business Law 220 Labour Law. Aspects of Security Law. Law of insolvency. Entrepreneurial Law; Company Law, Law concerning close corporations. Law of Partnerships.								

BUSINESS MANAGEMENT

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
OBS 110		A/E	3		1	1		10
Business Management 110 Introduction to Business Management as a science, the environment in which the enterprise operates, the field of business, the mission and goals of an enterprise, management and entrepreneurship. The choice of a form of enterprise, the choice of products and/or services, profit and cost planning for different sizes of operating units, the choice of location, the nature of production processes and the layout of the plant or operating unit.								
OBS 120		A/E	3		1	2		10
Business Management 120 Introduction to and overview of general management, especially regarding the five management tasks, strategic management, contemporary developments and management issues, financial management, marketing, public relations. Introduction to and overview of the value chain model, management of the inputs, management of the purchasing function, management of the transformation process with specific reference to production and operations management, human resources management, and information management.								
OBS 210		A/E	3		2	1		16
Business Management 210 <i>Logistics management</i> The role of logistics in an enterprise, definition and scope of customer service, electronic and other logistics information systems, inventory management, materials management with special reference to Japanese systems, management of the supply chain. Methods of transport and transport costs, types and costs of warehousing, electronic aids in materials handling, cost and price determination of purchases, organising for logistics management, methods for improving logistics performance.								
OBS 220		A/E	3		2	2		16
Business Management 220 <i>Project management: Introduction</i> Project management concepts, needs identification, the project, the project manager and the project team, types of project organizations, project communication and documentation. Planning and control: planning, scheduling and schedule control of projects, resource considerations and allocations, cost planning and performance evaluation.								

TOURISM MANAGEMENT

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
TBE 110		A/E	4		1	1		10
Tourism Management 110 <i>Structure and organisation of the tourism industry</i> This introductory section provides an introduction to and overview of the tourism industry. Firstly definitions and concepts are explored, whereafter the evolution of tourism through the ages is addressed. With a sound frame of reference in place, the structure and organisation of tourism at the international, national, provincial and private sector levels are examined. <i>The tourism system and the key components of tourism</i> This section provides various perspectives on the tourism system and then focuses on the specific components of the tourism system, their relationships and their interdependence. Specific attention is placed on key components such as attractions, transportation, distribution channels, hospitality and related services.								
TBE 120		A/E	4		1	2		10
Tourism Management 120 <i>Tourism demand, consumer behaviour and market research</i> As the consumer is central to success in the tourism industry, this section addresses tourism demand from both a quantitative and a qualitative perspective. An understanding is provided of tourist behaviour; Cultural and international aspects of travel as well as the sociology of tourism. The latter part of this section focuses on the key role of travel and tourism research, particularly the application of research techniques and the interpretation of research results as an aid in tourism planning and decision-making. <i>Tourism supply, planning and development</i> This section focuses on supply side activities and services that need to be addressed to ensure quality visitor experiences. Particular attention is given to the formulation and implementation of sustainable tourism planning, development and management principles and practices.								
TBE 190		A/E						
Tourism Management 190 <i>Travel practical</i> An introduction to the theoretical and practical aspects of tour-guiding.								
TBE 191		A/E						
Tourism Management 191 <i>Hospitality practical</i> An introduction to the operational and practical aspects of food and beverage management.								
TBE 210		A/E	4		2	1		16
Tourism Management 210 <i>Tourism policy, product development and impacts</i> In this section the processes and policy issues pertaining to tourism product development is addressed. Specific emphasis is placed on the importance of appropriate product and destination development. Planning concepts at difference scales, development processes as well as the principles and policies that should be followed in the planning of tourism are addressed. This section concludes with a balanced perspective on the social, economic and environmental impacts of tourism. <i>Tourism focus areas</i> This section investigates key growth sectors in the tourism industry such as ecotourism, adventure tourism and cultural tourism. Specific attention is given to the nature and								

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
extent of these growth sectors and focus areas, their importance and the numerous opportunities they are creating for entrepreneurs and for destinations at large.								
TBE 220		A/E	4		2	2		16
Tourism Management 220								
<i>The management of tourism attractions</i>								
In this section visitor attractions, which are at the core of successful tourism, will be addressed at three levels. Firstly, the key role of visitor attractions in the tourism industry will be outlined, whereafter the overall development process (feasibility studies, financial and design aspects, etc.) relating to visitor attractions will receive attention. The past part of this section focuses on the strategic management and operational aspects of tourist attractions.								
<i>Strategic destination marketing</i>								
This section firstly explores the unique characteristics of and approaches to strategic destination marketing, with particular emphasis on global best practices in this regard. It then provides a management and operational framework for destination marketing. Within this framework new developments, trends, practices and case studies in destination marketing are also addressed.								

METHODOLOGY: ECONOMIC AND MANAGEMENT SCIENCES

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JMD 200		A/E	2		2			6
Methodology: Economic and Management Science 200 (Only FET)								
As required by the National Curriculum.								
JMD 301		A/E	2		3			6
Methodology: Economics 301								
As required by the National Curriculum.								
JMD 302		A/E	2		3			6
Methodology: Entrepreneurship 302								
As required by the National Curriculum.								
JMD 303		A/E	2		3			6
Methodology: Financial Accounting 303								
As required by the National Curriculum.								
JMD 304		A/E	2		3			6
Methodology: Business Law 304								
As required by the National Curriculum.								
JMD 305		A/E	2		3			6
Methodology: Business Management 305								
As required by the National Curriculum.								
JMD 306		A/E	2		3			6
Methodology: Tourism Management 306								
As required by the National Curriculum.								

GEOGRAPHY

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JGF 111	SS	A/E	2	1	1	1		10
Physical Geography and Natural Resource Management 111								
The atmosphere and lithosphere. Man in the ecosystem. Applied Biography.								
Practical: Quantitative techniques and the graphical representation of data.								

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JGF 121	SS	A/E	2	1	1	2		10
Economic and Population Geography 121 Perspectives on economic development and population. Practical: The co-ordinate system, iso-lines and the cartographic principles of the representation of height.								
JGF 211	SS	A/E	2	1	2	1		10
Settlement 211 Rural and Urban settlement patterns with emphasis on the South African landscape. Practical: Interpretation of the 1:50 000 topographical map.								
JGF 221	SS	A/E	2	1	2	2		10
Climatology 221 Atmospheric circulation systems and the impact on the environment. Practical: The interpretation of synoptic weather maps.								
JGF 311	SS	A/E	2	1	3	1		12
Geomorphology 311 Endogenic and exogenic forces that shape the earth's surface and the impact thereof. Practical: Advanced analysis and interpretation of landscapes with aerial photographs, ortho photographs and topographical maps.								
JGF 321	SS	A/E	2	1	3	2		12
Society and Space 321 Geography as science. The changing global context and the development of social, economic and political structures after the Pleistocene. Practical: Advanced analysis and interpretation of landscapes with aerial photographs, ortho photographs and topographical maps. (continued.) Introduction to Geographic Information Systems (G.I.S.)								

METHODOLOGY: GEOGRAPHY

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JMG 210	SS	A/E	2		2	1		3
Methodology: Geography 210 (Only FET) A thorough review of the learning content prescribed for grades 4-10. Identified primary and secondary sources of knowledge which can be implemented critically and efficiently in the learning process. Focus on learning areas, namely teaching methods, learning process, learner activity and assessment in context with regard to the human and social sciences.								
JMG 220	SS	A/E	2		2	2		3
Methodology: Geography 220 (Only FET) Specific attention to the methodology to teach corresponding theoretical content of the academic year relevant to the school syllabus.								
JMG 310	SS	A/E	2		3	1		3
Methodology: Geography 310 A thorough review of the learning content prescribed for grades 11 and 12. The interdependency of the physical- and human environment.								
JMG 320	SS	A/E	2		3	2		3
Methodology: Geography 320 Analysis and assessment of written media. Skills to work through sampling with regional geography with emphasis on the Republic of South Africa.								

HISTORY

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JGD 110	SS	A/E	2		1	1		10
History 110: Western Civilisation A broad overview of Western Civilisation since 3000 BC, the Middle Ages, Renaissance and Enlightenment, the Voyages of discovery and Colonization.								
JGD 120	SS	A/E	2		1	2		10
History 120: Absolutism, Revolution and Leaders in Western Civilization A condensed study of the influence of European voyages of discovery and colonisation as well as the French Revolution and Napoleon Bonaparte. Western leaders from the Middle Ages to the nineteenth century.								
JGD 210	SS	A/E	2		2	1		10
History 210: Pre-colonial and Colonial South Africa A broad overview of the origin of man, earlier black communities, border clashes, the Difaqane/Mfekane, the period of the DEC, the British colonisation and Great Trek. Leaders from these periods.								
JGD 220	SS	A/E	2		2	2		10
History 220: South Africa, 1867 – 1999 An overview of the South African history from the mineral revolution, the Anglo Boer War, the Union of South Africa, segregation and apartheid up to the Black movement and the general selection in 1999. South African leaders.								
JGD 310	SS	A/E	2		3	1		12
History 310: International Relations, 1815 – 1999 A study of the 1848 revolution, the Crimean War, Italian and German unification, the Balkan issue, the two World Wars, Ideologies such as Fascism and Communism as well as leaders from these periods.								
JGD 320	SS	A/E	2		3	2		12
History 320: African history A rounded overview of African history from the pre-colonial to the post-colonial period as well as a study of leaders from pre- and post-colonial Africa.								

METHODOLOGY: HISTORY

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JMH 200	SS	A/E	2		2			6
Methodology: History 200 (Only FET) An overview of the learning content of Grades 4 – 9; attention to learning methods, the learning process, measuring and evaluation, globalisation, sources, acronyms and graphic representations.								
JMH 300	SS	A/E	2		3			6
Methodology: History 300 An overview of the learning content of Grades 10 - 12, the different communities, documents, research, problem solving, impact of apartheid, South African constitution and comparisons with constitutions from other countries. Assessment Sem. 1: generic, Sem. 2 subject assessment.								

ART

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JKU 100	ALHM	A/E	1		1			10
Art: Theory 100 Theory 1 Theory of children's art developmental stages with emphasis on Gr. 10 - 12. Theory of visual art. Rationale of art education. Curriculum 2005. Handling of art education with context of schools – purchasing of material, classroom management. Care of art works and exhibitions.								
JKU 105	ALHM	A/E		3	1			10
Art: Practical 105 Drawing Skills I Observations studies: introduction of fundamental elements and principles, techniques and use of media. Analysis and identification of structure, form, composition, texture and spatial relations. Painting Skills I A study of different media and techniques, water colours, tempera, acrylics and mixed media in practical exercises. Introduction to form and colour manipulation as compositional element, museum visits. Evaluation of suitable works. Graphic Printing I Analysis of and introduction to graphic printing. Intaglio and relief work. Graphic Design I Application of element designs and principles. Principles of page layout and typography. Emphasis on accessibility of information. Application and problem solving.								
JKU 200	ALHM	A/E	1		2			10
Art: History of Art I Theory of visual literacy. Investigation of theoretic framework used in the interpretation, analysis and evaluation of visual culture. Emphasis on interaction of image and text evaluation and analysis of visual art. History of Art I South African Art: general introduction to South African artists. Pioneers, including contemporary trends, styles and techniques are studied. Emphasis on self study. Museum visits.								
JKU 201	ALHM	A/E		5	1			10
Art: Practical 201 Drawing skills II Analysis of form, structure, composition and perspective. Further experimenting and application thereof. Perception of the human form, analysis of relations and composition for figure drawing. Experimenting with traditional media in the portrayal of figure drawing. Drawing of life. Painting Skills II Still life and landscape painting. Emphasis on specific media and techniques; use of colour in the creation of atmospheric perspective. Graphic Design II Introduction to the design process: originality and concept development. Study of two and three dimensional forms. Styling to abstraction. Graphic Printing II Analysis of graphic art works, traditional and contemporary styles and techniques, mastering of various carving techniques and the making of graphic printing blocks. The multi-blocks as graphic printing process is studied and applied.								

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
Modelling I								
Form study: clay. Sculptural exploration in clay, carving, construction methods. Moulding processes. Study of formal and experimental application of three-dimensional forms. Construction methods. Museum visits. Independent work.								
JKU 300	ALHM	A/E	1		3			12
Art: History of Art II								
History of Art: introduction and overview of 19 th and 20 th century art in Europe. Important artists and art works of this period are emphasised and discussed in context. Evaluation and discussion of exhibitions. Museum visits.								
JKU 301	ALHM	A/E		7	3			12
Art: Practical 301								
Drawing Skills III								
Traditional and experimental use of drawing media. Introduction to the nature and role of illustration, visualisation and expression of ideas. Interpretation of objects, figures to visual form, visual abstraction. Research of creative methods. Conceptual development and evaluation. Traditional and experimental use of media.								
Graphic Design III								
Design as visual communication: use of typography as expressive medium. Layout systems and structures. Integration of image in text and in the design of letters. Visual analysis and interpretation. Study of contemporary style trends. Acquaintance with packaging, marketing and textile design. Individual design research projects.								
Graphic Printing III								
Introduction of serigraphy as graphic media. Experimental work. Application in poster and invitation cards. Study of applicable theory according to study guides.								
Painting Skills III								
Analysis of form, structure and composition. Portrait and figure painting. Application of formal and experimental painting techniques. Experimenting with media – tempera and acrylics as well as mixed media.								
Choice of two of the following:								
Study of contemporary style trends and techniques with reference to specific artists. Visual interpretation of concepts, problem solving and evaluation. Emphasis on compositional formation. Independent work. Museum visit: care, booking and evaluation of suitable exhibitions.								

METHODOLOGY: ART

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JMK 201	ALHM	A/E	2		2			6
Methodology: Art 201 (Only FET)								
Subject Didactics.								
JMK 301	ALHM	A/E	2		3			6
Methodology: Art 301								
Subject Didactics.								

HUMAN MOVEMENT STUDIES AND SPORT MANAGEMENT**HUMAN MOVEMENT STUDIES**

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JMB 101	ALHM	A/E	1	1	1	1		3
Water Activities 101								
The mastering and practical execution of basic swimming skills. Theoretical aspects of water safety and practical execution of life-saving skills. Motor-skills development and small terrain games.								
JMB 102	ALHM	A/E	2		1	2		7
Sport Skills 102								
Skills and methods for mini-hockey, hockey, athletics and track events.								
JMB 110	ALHM	A/E	2		1	1		7
Introduction to Human Movement Studies 110								
Reasons for and aim of physical activities in humans, theories and philosophies. History of human movement and sport. Sport psychology: a theoretical perspective on the psychological domain of the athlete.								
JMB 120	ALHM	A/E	2		1	2		7
Anatomy and Osteology 120								
A holistic perspective on the build and mechanics of the human muscular and skeletal structures. Physiology: build and mechanics of different body organs and systems.								
JMB 201	ALHM	A/E	1	1	2	1		3
Water Activities 201								
Mastering and practical execution of swimming styles and life-saving techniques. Motor skills: mastering of practical skills for development of gymnastics, with or without adaption of large apparatus.								
JMB 202	ALHM	A/E	1	1	2	2		3
Practical Skills 202								
Dance (ladies): mastering of practical skills for dance design and creative dancing. Soccer (men): mastering of basic skills and techniques for teaching and training soccer. Athletics(men): track events.								
JMB 210	ALHM	A/E	2		2	1		7
Recreation 210								
Demarcation and terminology. The importance and development of values for spending free time in a meaningful way in modern society.								
JMB 220	ALHM	A/E	2		2	2		7
Sport Injuries and Posture Deviations 220								
Demarcation and terminology. General principles for prevention and treatment of sport injuries. Posture development and the influence of proper habits in the development of a good posture. Identification and pathology of specific deviations.								
JMB 301	ALHM	A/E	1	1	3	1		3
Motor Skills 301								
Gymnastics, Mass sport: organisation and presentation. Dance for ladies who focus on cultural dance. Cricket for men who focus on basic cricket skills and cricket as sport.								
JMB 302	ALHM	A/E	1	1	3	2		3
Motor Skills 302								
Motor skills in ladies netball, mini-netball and rugby for men. Motor skills for softball, mini-tennis and tennis.								
JMB 310	ALHM	A/E	2		3	1		9
Movement and Exercise Physiology 310								
Effects of physical activities on the human body, energy sources, etc. Exercise and fitness factors, principles of gymnasium practice.								

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JMB 320	ALHM	A/E	2		3	2		9
Biomechanics 320								
The nature and essence of this discipline, different biomechanical aspects in sport e.g. balance, centre of gravity, laws of nature, etc. Measurement and evaluation: techniques in obtaining variables: mean deviations, standard deviations, curve types. Anthropometric measurement and the processing of that data.								

METHODOLOGY: HUMAN MOVEMENT STUDIES

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JML 200	ALHM	A/E	2		2			6
Methodology: Human Movement Studies 200 (Only FET)								
The theoretical aspects of lesson preparation and presentation according to the standards of Outcomes Based Education.								
JML 300	ALHM	A/E	2		3			6
Methodology: Human Movement Studies 300								
The theoretical aspects of lesson preparation and presentation according to the standards of Outcomes Based Education.								

SPORT MANAGEMENT

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JSB 110	ALHM	A/E	2	1	1	1	1&2	10
Sport Management 110								
Fundamental Principles of Sport Management								
Field of study: the nature/values of sport. A perspective on the growth and development of the learner controlling bodies in sport. White Paper on sport and different general aspects of management.								
Macro Management Principle A: Planning								
A theoretical and practical perspective on planning as the first phase of management in sport.								
JSB 120	ALHM	A/E	2	1	1	2	3&4	10
Sport Management 120								
Macro Management Principle A: Planning (Cont.)								
A theoretical and practical perspective on planning as the first phase of management in sport (cont.).								
Macro Management Principle B: Organising								
A theoretical and practical perspective on organising as the second phase of management in sport.								
JSB 210	ALHM	A/E	2	1	2	1	1&2	10
Sport Management 210								
Macro Management Principle C: Direction								
A theoretical and practical perspective on direction as the third phase of the management process in sport. Special reference is made to communication, leadership and motivation.								
JSB 220	ALHM	A/E	2	1	2	2	3&4	10
Sport Management 220								
Macro Management Principle D: Control								
A theoretical and practical perspective on control as the final phase of the management process in sport. This phase is to ensure the success of the management process.								

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JSB 310	ALHM	A/E	2	1	3	1	1&2	12
Sport Management 310								
Sport Management Theory: Related Managerial Techniques								
Revision of general managerial principles (year 1-2). Specialisation in the legal principle of sport. Dealing with stress and conflict in the domain of Sport Management.								
JSB 320	ALHM	A/E	2	1	3	2	3&4	12
Sport Management 320								
Sport Management Theory: Related Managerial Techniques								
The nature and character of marketing with special reference to sport. The sociological basis of sport, a description of its nature and character.								

METHODOLOGY: SPORT MANAGEMENT

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JMS 200	ALHM	A/E	1	1	2	1&2	1-4	6
Methodology: Sport Management 200 (Only FET)								
A practical application of the principles of management in the following activities: swimming-gala, track and field athletics.								
JMS 300	ALHM	A/E	1	1	3	1&2	1-4	6
Methodology: Sport Management 300								
A practical application of the principles of management in the following activities: practical teaching: logistical principles, track and field athletics (Cont.), netball, hockey/soccer/rugby and an event of choice.								

MUSIC**INSTRUMENTAL MUSIC (Only SP & FET)**

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JIM 101	ALHM	A&E		1	1			4
Practical Instrument 101								
Technical and musical development on the chosen instrument.								
JIM 102	ALHM	A&E	1		1			3
Harmony 102								
A synopsis of harmonic principles of western art music.								
JIM 103	ALHM	A&E	1		1			3
History of Music 103								
A synopsis of the different style periods in music.								
JIM 104	ALHM	A&E	1		1			3
Form in Music 104								
Basic elements, the suite, binary and ternary forms.								
JIM 105	ALHM	A&E	1		1			3
Interdisciplinary Music Practice 105								
Implementation of the learning areas arts and culture / ethnomusicology.								
JIM 106	ALHM	A&E	1		1			4
Music Education 106								
The foundation of Music Education in practice.								
JIM 201	ALHM	A&E		1	2			4
Practical Instrument 201								
Technical and musical development on the chosen instrument.								

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JIM 202	ALHM	A&E	1		2			3
Harmony 202 A synopsis of harmonic principles of western art music.								
JIM 203	ALHM	A&E	1		1			3
History of Music 203 A synopsis on different style periods in music and the instruments of the orchestra.								
JIM 204	ALHM	A&E	1		2			3
Form in Music 204 Bigger structural forms in music: themes and variations, rondo, sonate, sonate-rondo and fuga.								
JIM 205	ALHM	A&E	1		2			3
Interdisciplinary Music Practice 205 Implementation of the learning areas arts and culture and ethnomusicology.								
JIM 206	ALHM	A&E	1		2			3
Didactics: Practical Major Instrument 206 The methodology of instrumental instruction and repertoire study.								
JIM 207	ALHM	A&E		1	2			2
Group Guitar 206 Technical and musical development for accompanying purposes.								
JIM 301	ALHM	A&E		1	3			4
Practical Instrument 301 Technical and musical development on the chosen instrument.								
JIM 302	ALHM	A&E	1		3			4
Harmony 302 A synopsis of harmonic principles of western art music.								
JIM 303	ALHM	A&E	1		3			4
Didactics: Practical Instrument 303 The methodology of instruction and repertoire study.								
JIM 304	ALHM	A&E	1		3			4
Orchestration 304 Basic knowledge of orchestral techniques.								
JIM 305	ALHM	A&E	1		3			4
Interdisciplinary Music Practice 305 Implementation of the learning areas arts and culture and ethnomusicology.								
JIM 306	ALHM	A&E	1		3			4
Choir Conducting & Stage Production 306 Study of the theoretical and practical aspects of choral and concert work.								
JMO 400	ALHM	A/E	2		4			12
Research Project: Music Education 400 A project as framework on the compilation of a portfolio, as well as music technology.								

MUSIC EDUCATION (FP & IP)

Module code	Dept	Lang	lpw	Ppw	Yr	Sem	Qr	Cr
JMO 101	ALHM	A&E	1		1			5
Music Education 101 The foundation of Music Education in practice.								
JMO 102	ALHM	A&E	1		1			5
Interdisciplinary Music Practice 102 Implementation of the learning areas arts and culture and ethnomusicology.								

Module code	Dept	Lang	lpw	Ppw	Yr	Sem	Qr	Cr
JMO 103	ALHM	A&E	1		1			5
Music Theory 103 Basic theoretical knowledge of music								
JMO 104	ALHM	A&E		1	1			5
Practical Instrument 104 Technical and musical development on the chosen instrument. <ul style="list-style-type: none"> • Beginner and elementary standard: group instruction • Advanced standard: individual instruction. 								
JMO 201	ALHM	A&E	1		2			4
Music Appreciation 201 A synopsis of the different style periods in music.								
JMO 202	ALHM	A&E	1		2			4
Interdisciplinary Music Practice 202 Implementation of the learning areas arts and culture and ethnomusicology.								
JMO 203	ALHM	A&E	1		2			4
Music Theory 203 Basic theoretical knowledge of music.								
JMO 204	ALHM	A&E		1	2			4
Practical Instrument 204 Technical and musical development on the chosen instrument. <ul style="list-style-type: none"> • Beginner and elementary standard: group instruction • Advanced standard: individual instruction. 								
JMO 205	ALHM	A&E		1	2			4
Group Guitar 205 Technical and musical development for accompanying purposes.								
JMO 301	ALHM	A&E		1	3			6
Practical Instrument 301 Technical and musical development on the chosen instrument. <ul style="list-style-type: none"> • Beginner and elementary standard: group instruction • Advanced standard: individual instruction. 								
JMO 302	ALHM	A&E		1	3			6
Interdisciplinary Music Practice 302 Implementation of the learning areas arts and culture and ethnomusicology.								
JMO 303	ALHM	A&E	1		3			6
Music Theory 303 Basic theoretical knowledge of music.								
JMO 304	ALHM	A&E	1		3			6
Choir Conducting & Stage Production 304 Study of the theoretical and practical aspects of choral and concert work.								
JMO 400	ALHM	A/E	2		4			12
Research Project: Music Education 400 A research project as framework on the compilation of a portfolio, as well as music technology.								

METHODOLOGY: MUSIC EDUCATION

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JMM 200	ALHM	A&E	2		2			6
Methodology: Music Education 200 (Only FET) Didactical principles for the presentation of music in schools.								
JMM 300	ALHM	A&E	2		3			6
Methodology: Music Education 300 Didactical principles for the presentation of music in schools.								

NATURAL SCIENCES**GENERAL SCIENCE**

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JWT 110	SMT	A&E	2	2	1	1		10
Health 110 Health, nutrition, biological diversity, evolution, reproduction, ecology, anatomy, physiology.								
JWT 120	SMT	A&E	2	2	1	2		10
Earth and Beyond 120 Cosmology, processes that shape the earth, industrial environment, land usage.								
JWT 211	SMT	A&E	2	2	2	1		10
Energy 211 Thermodynamics, sources of energy, fuels, electricity.								
JWT 221	SMT	A&E	2	2	2	2		10
Matter and Materials 221 Composition, characteristics, reaction, industrial.								
JWT 311	SMT	A&E	3	2	3	1		12
Periodic Phenomena 311 Oscillations and waves, mechanical waves, energy in oscillations, properties of waves. Light: refraction, lenses, speed of light, energy transfer by means of light, optical instruments. Sound: properties, energy transfer, speed of sound, hearing. Heating and working. Energy transfer by heating: conduction, convection, radiation; Temperature, expansion, specific heat capacity, change of state and latent heat.								
JWT 321	SMT	A&E	3	2	1	2		12
Electricity 321 Microstructure of metals, resistance, effects of electric current, electromagnetic induction, dynamos, transformers, DC circuits. Chemistry. Chemical reactions and electricity, stoichiometry of reactions, chemical equilibrium.								

BIOLOGY

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JBI 110	SMT	A&E	2	2	1	1		10
Plant Structures 110 Plant functions. Morphology and anatomy of flowering plants.								
JBI 120	SMT	A&E	2	2	1	2		10
Biological Diversity 120 Plant biodiversity: viruses, bacteria, algae, fungi, mosses and ferns. Invertebrate biodiversity, protista, sponges, cnidaria, worms, arthropods and mollusca.								

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JB1 210	SMT	A&E	2	2	2	1		10
Chordata 210								
The vertebrate body plan evolves; The amniotic egg evolves; Wings and feathers evolve; Homeothermy; Diagnostic characteristics and morphology of the vertebrate classes. Chemistry of life. Water is essential to life; Cells contain organic molecules; Carbohydrates; Lipids; Proteins; Nucleic acids; Enzymes.								
JB1 220	SMT	A&E	2	2	2	2		10
Cell Physiology 220								
Photosynthesis; Aerobic respiration; Anaerobic respiration; Protein biosynthesis; Cytology and Genetics. Cells as building blocks of living organisms, mitosis and meiosis, Genetic basis of life. Life processes: Animal organisation, homeostasis, nutrition, transport, immunity, respiration.								
JB1 310	SMT	A&E	3	2	3	1		12
Life Processes 310								
Osmotic regulation and excretion, nervous and hormonal co-ordination, reproduction and development. Evolution. History of evolution, process of evolution; Origin and history of life. Human evolution.								
JB1 320	SMT	A&E	3	2	3	2		12
Animal Behaviour and Ecology 320								
Animal behaviour; Genetic basis. Development, adaptiveness, socialness and social biology and animal behaviour. Ecology of populations. Community ecology. Ecosystems. Biosphere. Human impact on the global environment.								

CHEMISTRY

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JCH 110	SMT	A&E	2	2	1	1		10
Chemistry 110								
Molecules and compounds. Matter and measurement: physical properties; Chemical and physical change; Mixtures and pure substances; Units of measurement; Atoms and elements: atomic structure and composition; Isotopes; The mole; The periodic table. Elements that exist as molecules; Molecular compounds; Ions; Ionic compounds; Names of compounds; Compounds and the mole; Describing compound formulas.								
JCH 120	SMT	A&E	2	2	1	2		10
Chemistry 120								
Reactions and stoichiometry. Chemical equations, balancing chemical equations. Properties of compounds in aqueous solution. Types of reactions in aqueous solution. Weight relations in chemical reactions. Limited supply. Percent yield. Chemical equations and chemical analysis. Working with solutions, stoichiometry of reactions in aqueous solutions. Energy, Enthalpy, Entropy. Specific heat and thermal energy transfer, energy and changes of state, enthalpy, Hess's law, state functions, ΔH^0 , ΔH^0_{rxn} , applications of thermodynamics, entropy, Gibb's free energy.								
JCH 210	SMT	A&E	2	2	2	1		10
Chemistry 210								
Atomic structure. Electromagnetic radiation, photons, atomic line spectra, wave properties of the electron, shapes of atomic orbital, chemical periodicity, electron spin, Pauli's exclusion principle, atomic subshell energies, electron configurations, atomic properties and periodic trends. Bonding and molecular structure. Valence electrons, chemical bond formation, covalent bonding, bond properties, molecular shape, molecular polarity.								

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JCH 220	SMT	A&E	2	2	2	2		10
Chemistry 220								
Molecular orbitals. Orbital hybridization, valence bond theory, molecular orbital theory. Phases of matter and the kinetic molecular theory, intermolecular forces, metallic and ionic solids, molecular and network solids, physical properties of solids. Organic chemistry. Structure and nature of alkanes, alkenes, alkynes, aromatic compounds, alkyl halides, alcohols, ethers, aldehydes, ketones, phenols, carboxylic acids and derivatives, amines, carbohydrates; Addition, elimination and substitution reactions.								
JCH 310	SMT	A&E	3	2	3	1		12
Chemistry 310								
Gases and solutions. Properties of gases, the gas laws, gas mixtures and partial pressures, kinetic molecular theory of gases, diffusion and effusion, non-ideal behaviour. Units of concentration, the solution process, colligative properties, colloids chemical kinetics; equilibria. Reaction conditions and reaction rate, effect of concentration, reaction mechanisms, catalysts, equilibrium constant, the reaction quotient, calculating an equilibrium constant, Le Chatelier's principle.								
JCH 320	SMT	A&E	3	2	3	2		12
Chemistry 320								
Acids and bases: Arrhenius, Brønsted-Lowry concept of acids and bases, weak acids and bases, water and the pH scale, equilibria, polyprotic acids and bases. Reactions: acid-base reactions, the common ion effect, buffer solutions, titration curves, solubility product constant, estimating salt solubility from K_{sp} , precipitation of insoluble salts, qualitative analysis, simultaneous equilibria, solubility and pH, oxidation – reduction reactions, electrochemical cells and potentials, non-standard conditions, batteries and fuel cells, corrosion, electrolysis. Chemistry of the elements. Periodic table, the main group elements. Properties of the transition elements, co-ordination compounds: structure, isomers, bonding, colours.								

PHYSICS

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JFK 110	SMT	A&E	2	2	1	2		10
Physics 110								
Motion and Dynamics of Point Masses								
Mathematical introduction, position co-ordinates, displacement, velocity and speed, acceleration, motion in a straight line, motion in a plane: projectile motion and relative velocity. Newton's laws, forces in equilibrium, application of Newton's second law, friction, momentum, work, energy and power, classification of forces, Newton's law of gravitation.								
JFK 120	SMT	A&E	2	2	1	2		10
Physics 120								
Systems of Parts, Rotational and Periodic Motion								
Motion of the centre of mass, Crash and momentum maintenance. Rotation: angular velocity and angular acceleration, motion in a circle, kinetic energy of rotation, moment of inertia, torque, rotation about a moving axis, work and power in rotational motion. Energy of SHM, equations of SHM, the simple pendulum, the physical pendulum.								
JFK 210	SMT	A&E	2	2	2	1		10
Physics 210								
Waves, Sound, Optics								
Types of mechanical waves, mathematical description of a wave, superposition and standing waves, resonance, sound waves, intensity, beats, the Doppler effect. Reflection								

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
at plane mirrors, reflection at spherical mirrors, refraction at a spherical interface, image forming at thin lenses, optical instruments: the eye and the camera, interference and diffraction.								
JFK 220	SMT	A&E	2	2	2	2		10
Physics 220								
Liquids and Gasses								
Density, pressure: Pascal's law, Archimedes' principle, surface tension, flow, Bernoulli's equation. Temperature, thermal expansion, heat capacity, phase changes, first law of thermodynamics, heat transfer, ideal gasses, kinetic theory of gasses.								
JFK 310	SMT	A&E	3	2	3	1		12
Physics 310								
Electricity and Magnetism								
Coulomb's law, electric field, electric potential energy, motion of charges in an electric field, capacitance, current and current density, Ohm's law, EMF and internal resistance, energy and power in circuits, resistors, Kirchhoff's laws, meters, RC-circuits. Magnetic field, motion of charged particles in a magnetic field, magnetic force on a current carrying conductor, direct current motor, induction, Faraday's law, Lenz's law.								
JFK 320	SMT	A&E	3	2	3	2		12
Physics 320								
Relativistic Mechanic								
Einstein's postulates, simultaneity, relativity of time and length, Lorentz transformations, the relativistic Doppler effect, relativistic momentum, work and energy. Nuclear physics. Nuclear structure, radioactivity, decay rates, biological effects, nuclear reactions, nuclear fission and fusion.								

ZOOLOGY

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JDK 110	SMT	A&E	2	2	1	1		10
Cytology and Genetics 110								
General review of cell structures and functions. Eukaryotic cell organelles and cytoskeleton. Membrane structure and function. Cell reproduction. Mendelian patterns of inheritance. Chemical compounds and replications of genetic material. Gene and gene activity.								
JDK 120	SMT	A&E	2	2	1	2		10
Biodiversity								
Invertebrata 120								
Taxonomy and nomenclature. Characteristics of the phyllums of Invertebrata: protista, porifera, cnidaria, platyhelminthes, nematoda, annelida, arthropoda, mollusca and echinodermata.								
JDK 210	SMT	A&E	2	2	2	1		10
Chordata 210								
Classification, characteristics of subphyllums: urochordata, cephalochordata and vertebrata.								
JDK 220	SMT	A&E	2	2	2	2		10
Ecology 220								
Interaction between man and animal. Ethnology. Population dynamics. Evolution.								
JDK 310	SMT	A&E	3	2	3	1		12
Mammal Physiology 310								
Communication: nerve regulation and co-ordination, sense organs, chemical regulation and co-ordination. Circulation. Immunity. Lymphatic system. Respiratory system.								

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JDK 320	SMT	A&E	3	2	3	2		12
Mammal Physiology 320								
Nutrition and digestion. Excretory system, homeostasis, reproduction.								

BOTANY

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JPK 110	SMT	A&E	2	2	1	1		10
Botany 110								
Plant morphology, Anatomy. Roots, stems, leaves, flowers, inflorescens, seeds, fruits.								
JPK 120	SMT	A&E	2	2	1	2		10
Botany 120								
Flower diversity. Development and functions of the perianth. Development and functions of the androecium and gynoecium. Reproduction. Pollination biology. Biotic and abiotic pollination. Fertilization and embryogenesis. Alternation of generations in plants.								
JPK 210	SMT	A&E	2	2	2	1		10
Botany 210								
Taxonomy. Plant systematics. Principles of taxonomy, five kingdom system, classification, identification. Scientific denomination, rules and principles. Viruses, bacteria, cyanobacteria, fungi, algae, lichens, bryophytes, ferns. Seedplants systematics. Cycadopsida, gnetopsida ginkgopsida, pinopsida, magnoliopsida: monocotyledons 7 families, dicotyledons 13 families.								
JPK 220	SMT	A&E	2	2	2	2		10
Botany 220								
Biodiversity. Principles of plant geography, biomes, floristic kingdoms of the world. Southern African flora: composition, relationship with other floras, endemism, Southern African biomes, garden plants, invaders. Ecology. Introductory: ecosystem, energy flow, production, trophic levels, foodstuff cycles, dynamics, vegetation, human and ecology, pollution. Relationships between organisms. Environmental factors: abiotic – soil, light, water, temperature, fire, wind. Biotic component. Nature conservation. Techniques.								
JPK 310	SMT	A&E	3	2	3	1		12
Botany 310								
Chemical components. Organic compounds: Carbohydrates, lipids, proteins, nucleic acids water relations, mineral salts. Physiological processes. Chemosynthesis, photosynthesis, respiration.								
JPK 320	SMT	A&E	3	2	3	2		12
Botany 320								
Differentiation. Differential growth, juvenility, phase changes, plant movements, biological clock, vernalization, flower physiology. Environmental physiology. Aspects of plant responses to environment: drought, temperature, salt tolerance, soil pH.								

METHODOLOGY: NATURAL SCIENCES

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JMN 200	SMT	A&E	2		2			6
Methodology: Natural Sciences 200 (Only FET)								
Nature and structure of the subject, learning theories and strategies, selection, interpretation and use of resources, interpretation and setting of learning outcomes, career guidance. Laboratory administration. Planning of practical and laboratory-based								

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
learning experiences, laboratory safety and first aid, ordering, caring, using and storing of equipment, planning of excursions and field work.								
JMN 201	SMT	A&E	2	1	2			6
Science Improvisation 201 (Only FET, Chemistry and Physics) Electricity. Static electricity, electrical circuits, cells, dynamos, motors. Waves: general, sound and light as waves phenomena.								
JMN 202	SMT	A&E	2	1	2			6
Science Improvisation 202 (Only FET, Botany and Zoology) Improvisation of apparatus that is used in the Biology class.								
JMN 300	SMT	A&E	2	1	3			6
Science Improvisation 300 (Only FET, Chemistry and Physics) Energy. Forces, pressure in fluids and atmosphere.								
JMN 301	SMT	A&E	2		3			6
Methodology: Biology 301 Assessment concepts. Interpretation of assessment standards, setting criteria for the assessment of knowledge and skills, set of tests, exam papers and memoranda, use of the computer in the setting of papers. Methodology: Biology Gr 10 - 12. Analysis of subject content and application of assessment concepts.								
JMN 302	SMT	A&E	4					12
Methodology: Botany and Zoology 302 (Only FET) Assessment concepts. Interpretation of assessment standards, setting criteria for the assessment of knowledge and skills, set of tests, exam papers and memoranda, use of the computer in the setting of papers. Methodology: Biology Gr 10 - 12.								
JMN 303	SMT	A&E	2		3			6
Methodology: Natural Science and Chemistry 303 (Only FET, Chemistry and Physics) Assessment concepts. Interpretation of assessment standards, setting criteria for the assessment of knowledge and skills, set of tests, exam papers and memoranda, use of the computer in the setting of papers. Methodology: Nat. Science and Chemistry Gr 10 - 12. Analysis of subject content and application of assessment concepts.								
JMN 304	SMT	A&E	2		3			6
Methodology: General Science 304 Assessment concepts. Interpretation of assessment standards, setting criteria for the assessment of knowledge and skills, set of tests, exam papers and memoranda, use of the computer in the setting of papers. Methodology: General Science Gr 10 - 12. Analysis of subject content and application of assessment concepts.								

COMPUTER STUDIES (Information Technology)

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
COS 151	SMT	A/E	3		1	1/2		10
Theory of Computer Studies 151 The field of Computer Science.								
INF 154	SMT	A/E	1	2	1	1		5
Informatics 151 Introduction to programming.								
INF 165	SMT	A/E	1	2	1	2		5
Informatics 165 Programming for teachers.								

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
INF 273	SMT	A/E	2	2	2			14
Informatics 273								
Follow-up course in the relevant programming language.								
JIT 200	SMT	A/E	1	3	2			10
Information Technology 200								
Computer skills as required in the school syllabus.								
JIT 310	SMT	A/E	1	3	3	1		10
Information Technology 310								
Technical computer skills.								
JIT 320	SMT	A/E	1	3	3	2		10
Information Technology 320								
Electronic computer skills.								

METHODOLOGY: COMPUTER STUDIES

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JMR 200	SMT	A/E	2		2			6
Methodology: Computer Studies 200 (Only FET)								
As required by the National Curriculum.								
JMR 300	SMT	A/E	2		3			6
Methodology: Computer Studies 300								
As required by the National Curriculum.								
JSB 400	SMT	A/E	1		4			12
Research project: Management Principles A-D								
As required by the National Curriculum.								

COMPUTER TYPING

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
RKT 110	CS		2	2				10
Computer Typing 110								
Keyboard training, development of speed and accuracy, simple paragraphing, general display.								
RKT 120	CS		2	2				10
Computer Typing 120								
Advanced paragraphing, correspondence, advanced general display, roman numerals, combined and special signs, speed and accuracy – 35 w.p.m.								
RKT 100	CS		2	2				20
Computer Typing 100								
Theory – keyboard, roman numerals, combined and special signs, paragraphing, business letters, official letters, general explanation, menus, programmes, advertisements. Accuracy and speed – 35w.p.m.								
RKT 200	CS		2	2				20
Computer Typing 200								
Theory – commercial documents, elementary table work, elementary final accounts, general explanation - price notations, market reports, press reports, indexes, tables of content, documents at meetings - documents in building trade. Accuracy and speed – 40 w.p.m.								

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
RKT 300	CS		2	2				24
Computer Typing 300								
Theory – legal documents, advanced table work, advanced final accounts, company documents, printed form, literary work. Accuracy and speed – 45 w.p.m.								

A pass mark in Computer Typing in grade 12 is required for admission to RKT 100. NB.: Computer Typing will be recognised for degree purposes only if it is passed up to the 300-level.

METHODOLOGY: COMPUTER TYPING

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	cr
JMI 200	CS		2		2			6
Methodology: Computer Typing 200 (Only FET)								
As required by the National Curriculum.								
JMI 300	CS		2		3			6
Methodology: Computer Typing 300								
As required by the National Curriculum.								

REMEDIAL EDUCATION

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JRO 101	SS	A/E	2		1			20
Remedial Education 101								
Orientation and introduction. The task and function of the remedial committee/teacher assistance team. Identification and referral of learners.								
Remedial file to determine the learner's achievements as well as the influence of other factors on the learning process.								
JRO 200	SS	A/E	2		2			20
Remedial Education 200								
Remedial education: definition; aims; objectives; identification and diagnosis of learners with learning problems; methods for investigation; expressions and projections; pedagogical observation and pedagogical intuition; meaningful observation; child drawings; play; conversation; completion of sentences; informal classroom testing. Practical: complete remedial file. Diagnosis of learning problems.								
JRO 300	SS	A/E	2		3			24
Remedial Education 300								
Problems with reading, spelling and mathematics. Implications of reading approaches for remedial education. Assistance. Elimination of bad reading habits. Improvement of reading speed. Reading motivation. Assessment of reading, speed of reading and spelling. Remedial strategies to correct and improve. General principles for teaching basic mathematical concepts; Piaget. Practical: remedial evaluation file for reading, spelling and mathematics. Writing of individual educational programmes (IEP) for learners.								

METHODOLOGY: REMEDIAL EDUCATION

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JMQ 200	SS		2		2			6
Methodology: Remedial Education 200 (Only FET)								
As required by the National Curriculum.								

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JMQ 300	SS		2		3			6
Methodology: Remedial Education 300								
As required by the National Curriculum.								

DESIGN AND TECHNOLOGY (Only for SP & IP)

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JOT 151	SMT	A&E	3	1	1	1	1	5
Conceptual Framework 151								
The philosophy of technology. Technology and society. Technology and the environment. Technology and the economy.								
JOT 152	SMT	A&E	2	2	1	1	2	5
The Design Process 152								
Identifying of real needs and problems. Problem analysis. Creative and lateral thinking. Problem solving. Research skills. Evaluating of technological products. Documentation of the process. A portfolio must be handed in.								
JOT 120	SMT	A&E	1	3	1	2		10
Design 120								
Theory: Types of design. Design principles. Elements of design. Design and marketing.								
Practical: Graphic design. Graphic representations. Isometric and orthographic drawing. Multimedia presentation skills. Design of industrial products, arte facts, packaging. Investigate pattern making.								
JOT 251	SMT	A&E	2	2	2	1	1	8
Project Management and Entrepreneurship 251								
Principles of project management. Management skills and marketing plans. Flow diagrams, charts, plans, etc. Form companies and work according to a project plan. Planning of mass produced products. Design and market a project. Theme day. A portfolio must be handed in.								
JOT 252	SMT	A&E	1	3	2	1	2	4
Food Technology 252								
The effect of preserving food. Investigate chemical additives. Packaging of food and the different materials used. Identifying and classifying food packaging. Recycling of old packaging materials. Marketing and advertising of food products. Careers in the food industry.								
JOT 253	SMT	A&E	1	3	2	2	3	4
Soft Materials 253								
Handling of plaster of paris, wax, plastic, rubber, leather, cement, polystyrene, paper, cardboard. Laminating, making paper, joining paper. Recycling of material. Processing of materials for thermal insulation, water resistance and fire proofing. Characteristics of materials.								
JOT 254	SMT	A&E	1	3	2	2	4	4
Textile Technology 254								
History and development of textiles. Fashion tendencies and the use of textiles. Gender issues and bias in the fashion and textile industry. Fashion and culture. Characteristics of textiles. Investigate techniques such as needlework, press studs, zips and velcro.								
JOT 351	SMT	A&E	1	3	3	1	1	7
Structures 351								
Identify and understand basic structural components. Forces. Techniques to strengthen materials. Historical and cultural aspects of technology in terms of building structures.								

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
Careers in the building industry. The impact of the use of different structures and the use of resistant and other materials on the environment. Projects according to the design process.								
JOT 352	SMT	A&E	1	3	3	1	2	7
Systems and Controls 352								
Theory: Types of systems. Graphic design of systems, with flow diagrams, timetables, matrixes. Sources of energy. Historical and cultural aspects of energy and systems. Movement. Electrical and electronic control systems. Infra-structures. Provision of services: water, refuge, transport and delivery. Combination of electronic, electrical and mechanical systems and controls.								
Practical: Mechanical, hydraulic and pneumatic systems. Transfer of rotation to linear movement and vice versa. Mechanical advantage with the use of pneumatic systems. The effect of pneumatic mechanisms on the safety of people. Design and build simple combined electric and electronic products. Documentation and presentation of the design process and practical projects.								
JOT 320	SMT	A&E	1	3	3	2		10
Combined Systems 320								
In companies, design a project for a product for mass production. Make the product. Manage and market project according to project management principles.								

METHODOLOGY: DESIGN AND TECHNOLOGY

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JMC 300	SMT	A&E	2		1			6
Methodology: Design and Technology 300								
Technology curriculum for the Senior Phase. Practice theory and constructivism in Technology Education. Facilitating skills for problem solving and creativity. Computer skills in Technology Education. Assessment. Advanced group work. Communication skills for Technology Education. A minimum of one practical workshop to be attended during the year on a Saturday. A minimum of two practical sessions in a technology laboratory to be conducted on the main campus under supervision of lecturers during holidays.								

DESIGN* (Only FET)

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JOW 101	SMT		2	2	1			20
Theory: Visual Literacy 1; The Design Process 1; Entrepreneurship 1.								
Practical: Drawing and Designing Skills 1; Visual Communication 1; Area Design 1; Product Design (functional and decorative) 1; Environmental Design 1.								
JOW 200	SMT		2	2	2			20
Theory: Visual Literacy 2; The Design Process 2; Entrepreneurship 2.								
Practical: Drawing and Designing Skills 2; Visual Communication 2; Area Design 2; Product Design (functional and decorative) 2; Environmental Design 2.								
JOW 300	SMT		2	2	3			24
Theory: Visual Literacy 3; The Design Process 3; Entrepreneurship 3.								
Practical: Drawing and Designing Skills 3; Visual Communication 3; Area Design 3; Product Design (functional and decorative) 3; Environmental Design 3.								

* This module is in the process of development. The STT have the right to make changes as indicated by the DoE.

METHODOLOGY: DESIGN

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JMO 200	SMT				2			6
Methodology: Design 200 (Only FET) As required by the National Curriculum.								
JMO 300	SMT				3			6
Methodology: Design 300 As required by the National Curriculum.								

GUIDANCE AND COUNSELLING

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JVB 110	SS	A/E	2		1	1		10
Educational Counselling 110 Historical and philosophical foundation. Theoretical foundation. The professional profile of the counsellor. The client in counselling. The nature of the counselling relationship. Types of counselling. Assessment. Counselling strategies and interventions. Counselling programmes. Counselling in the 21 st century. Private practices.								
JVB 120	SS	A/E	2		1	2		10
Educational Counselling 120 The professional profile of the counsellor. Educational events in counselling and guidance. A systematic approach to effective counselling. The importance of effective guidance and counselling. Communication practical.								
JVB 200	SS	A/E	2		2			20
Educational Guidance 200 Practical: implementation of psychometric tests. Cross and multicultural aspects of testing and assessment. Report writing and recommendations. Planning and implementation of a community project. Historical foundation of assessment. The role and aim of assessment. Assessment competencies and responsibilities. The identification and classification of problems. Types of assessment: criteria for selection and exploiting of media. Intervention: principles and techniques.								
JVB 300	SS	A/E	2		3			24
Career Guidance 300 Career education in practice. The career education venue, furniture and other equipment. Forms of career information: classification systems, career guidance prefects, career guidance files, components of self-knowledge, acquisition of career knowledge: career exploration programme. Career study memorandum. Choice peaks in grade 7 and 9. Steps in making subject and school choices. Design of forms.								

METHODOLOGY: GUIDANCE AND COUNSELLING

Module code	Dept	Lang	lpw	Ppw	Yr	Sem	Qr	Cr
JMV 200	SS		2		2			6
Methodology: Guidance and Counselling 200 (Only FET) As required by the National Curriculum.								
JMV 300	SS		2		3			6
Methodology: Guidance and Counselling 300 As required by the National Curriculum.								

MATHEMATICS**GENERAL MATHEMATICS**

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JAW 110	SMT	A&E	3	1	1	1		10
General Mathematics 110 Precalculus I Fundamentals, functions: graphs, applications, transformations, extreme values, combining and one-to-one functions and their inverses, polynomial functions and their graphs, rational functions and their graphs.								
JAW 120	SMT	A&E	3	1	1	2		10
General Mathematics 120 Precalculus II Exponential and logarithmic functions, trigonometric functions of real numbers, trigonometric functions of angles, inverse trigonometric functions.								
JAW 210	SMT	A&E	3	1	2	1		10
General Mathematics 210 Precalculus III Real and complex roots of polynomials, vectors and applications, systems of equations and inequalities.								
JAW 220	SMT	A&E	3	1	2	2		10
General Mathematics 220 Calculus: Differentiation & Integration Introduction to differentiation and integration, differentiation and some applications, the definite and indefinite integral, some applications of integration.								
JAW 310	SMT	A&E	3	1	3	1		12
General Mathematics 310 Financial Mathematics: Statistics & Economics Arithmetic and geometric sequences and series, annuities, mathematical induction, the binomial theorem, permutations and combinations, probability.								
JAW 320	SMT	A&E	3	1	3	1		12
General Mathematics 320 Geometry Analytic: parabolas, ellipses, hyperbolas; polar co-ordinates, polar equations and parametric equations.								

MATHEMATICS

Module code	Dept	Lang	Lpw	ppw	Yr	Sem	Qr	Cr
JWS 110	SMT	A&E	3	1	1	1		10
Mathematics 110 Precalculus I Intervals, inequalities and absolute values, co-ordinate geometry, straight lines, representation of functions, applied functions, new functions from old functions, inverse functions, graphs of polynomial, rational, exponential and logarithmic functions, trigonometric graphs and functions of angles.								
JWS 120	SMT	A&E	3	1	1	2		10
Mathematics 120 Precalculus II Graphs and real zeros of polynomial functions, complex numbers, complex roots and the fundamental theorem of algebra, rational, exponential and logarithmic functions, vectors, systems of equations and inequalities.								

Module code	Dept	Lang	Lpw	ppw	Yr	Sem	Qr	Cr
JWS 210	SMT	A&E	3	1	2	1		10
Mathematics 210								
Calculus: Limits, Continuity & Differentiation								
The limit of a function, limit laws and definition, continuity, tangents, velocity and other rates of change, derivative of a function, differentiation rules, derivative of logarithmic functions, applications of differentiation.								
JWS 220	SMT	A&E	3	1	2	2		10
Mathematics 220								
Calculus: Integration								
Areas and distances, the definite and indefinite integral, fundamental theorem of calculus, applications of integration: areas between curves, volume and arc length.								
JWS 310	SMT	A&E	3	1	3	1		12
Mathematics 310								
Financial Mathematics: Statistics & Economics								
Arithmetic and geometric sequences and series, annuities, mathematical induction, the binomial theorem, permutations and combinations, probability, applications of differentiation and integration to Economics.								
JWS 320	SMT	A&E	3	1	3	2		12
Mathematics 320								
Geometry & 3-D Vectors								
Analytic: parabolas, ellipses, hyperbolas; shifted conics, rotations, polar co-ordinates, polar equations and parametric equations. 3-D co-ordinates system, vectors, the dot and cross product, equations of lines and planes.								

METHODOLOGY: MATHEMATICS

Module code	Dept	Lang	lpw	ppw	Yr	Sem	Qr	Cr
JMW 200	SMT		2		2			6
Methodology: Mathematics 200 (Only FET)								
As required by the National Curriculum.								
JMW 300	SMT		3		3			6
Methodology: Mathematics 300								
As required by the National Curriculum.								

3. 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								
To familiarise students with approaches and strategies to facilitate communication and literacy in learners with little or no functional speech.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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								
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
Life Skills								
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 420	CS	A&E	Block lectures					10
Assessment in Social Sciences Education								
Nature and structure of the social sciences. The social sciences process skills and related functions. Generating evidence in the social sciences. Relationship between tasks and 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 410	CS	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	EP	E	Block lectures					10
Assessment of Learners with Problems								
Identification and evaluation of learning problems. Formal and 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 410	CS	A&E	Block lectures					20
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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
<p>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.</p> <p>Writing of outcomes and performance criteria. Developing assessment criteria. Writing assessment criteria and range statements.</p>								
ATO 410	CS	A&E	Block lectures					10
<p>Assessment in Language Education</p> <p>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.</p> <p>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.</p>								
AWO 410	CS	A&E	Block lectures					10
<p>Assessment in Mathematic Education</p> <p>Nature and structure of mathematic-education. The mathematical process skills and related functions. Generating evidence in mathematic-education. Relationship between tasks and performance. Selecting assessment strategies and methods (evidence-gathering methods) for mathematic-education. Writing outcomes. Integrating outcomes. Writing performance criteria. Writing assessment criteria. Writing range statements. Scoring tests in mathematic-education. Different types of tests for mathematic-education. Rating performance. Initial evaluation tests in mathematic-education. Construction and use of diagnostic tests in mathematics.</p>								
BLF 430	CS	A&E	Block lectures			1		20
<p>Managing Learning Facilitation</p> <p>The functioning 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:</p> <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. <p>How to mediate 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 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. Implementing of strategies for the managing of learning facilitating in a specific educational context.</p>								
CAE 451	CS	E		6			4	10
<p>Assessment of Educational Programmes</p> <p>The purpose of this module is to enable the candidate to assess computer-integrated instructional and cognitive tools using predefined tools.</p>								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
CEL 452	CS	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	CS	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 420	CS	A&E	Block lectures					10
Computer-integrated Assessment								
The purpose of this module is to enable the candidate to implement computer-integrated assessment tools in education and training.								
CIS 452	CS	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	CS	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	CS	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	CS	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.								
COE 430	CS	A/E						15
The Social Context of Education								
Multicultural education. The social context in which tolerance to diversity may develop. HIV/AIDS and education. The complex nature of the HIV pandemic. Life-skills and education. A theoretical framework. Sexuality and education, value systems, cultural differentiation and traditions. Self-development and learning mediation.								
CTA 451	CS	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	CS	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.								
EPO 410	EPS	A&E	Block lectures					20
Education and Training Policy								
The national education system and the National Qualification Framework. Moderating and quality assurance. Outcome-based education and training.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
FOB 420	CS	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	CS	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 -family values.</p>								
GAV 412	CS	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	CS	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	CS	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	CS	A/E	Block lectures	1				10
Life Skills								
<p>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.</p>								
GOV 412	CS	A/E	Block lectures	1				10
Personal Development								
<p>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.</p>								
GOV 421	CS	A/E	Block lectures	2				10
Family Education								
<p>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</p>								

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	CS	A/E	Block lectures		2			10
Life Skills Programme 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 410	CS	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.								
KRR 430	CS	A&E	Block lectures			1		20
Curriculum Management Looking at models and principles of curriculum development. Adopt principles to comply with the requirements of outcomes-based curriculum development. Develop a study book/guide as a result to outcome-based curriculum development. Implement strategies for the management of curriculum development in a specific educational context.								
LAM 420	EPS	A&E	Block lectures			1		20
Leadership and Management The role and profile of the teacher-, training- and development practitioner. Leadership, administration and management. Conflict management. Team management. Networking.								
LGS 402	EP	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.								
LMP 401	EP	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. Learning and teaching problems. Problems relating to language development, reading, spelling, handwriting and mathematics. The teacher and the child with problems.								
LMP 402	EP	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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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. The prevention of learning problems.								
OBT 411	EPS	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	EPS	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	EPS	A/E	Block lectures	2				10
Organisation Management Organisational theory. Management of change. School administration. Information management.								
OBT 422	EPS	A/E	Block lectures	2				10
Organisation Management Budget. Administration of school fees. Management of facilities. Stock control.								
OWB 411	EPS	A/E	Block lectures	1				10
Education Management Orientation to education management. Cyclical management functions: planning, organising, leading and control.								
OWB 412	EPS	A/E	Block lectures	1				10
Education Management Time and stress management, micro politics in schools, effective schools.								
OWB 421	EPS	A/E	Block lectures	2				10
Education Management Problem solving, decision making. Communication to improve interpersonal relations.								
OWB 422	EPS	A/E	Block lectures	2				10
Education Management Conflict management. Negotiation and management of change in schools.								
OWR 411	EPS	A/E	Block lectures	2				10
Education Law Recent legislation. Educators and labour law.								
OWR 412	EPS	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.								
PFO 430	CS	A&E						20
Professional Development Self-development. Psychology and behaviour of effective educators. A key to enhancing educator effectiveness. Professional growth. Becoming a more competent educator. Learning mediation and facilitation.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
PRE 402	EP	A/E			2			20
Practical Experience								
Assessment, interviewing and intervention with learners with Special Education Needs. Written report on findings.								
QAO 410	CS	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	CS	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 420	CS	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	CS	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 ICS – 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	CS	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 420	CS	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>								

4. POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
ASS 420	CS	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.</p>								
COE 400	CS	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 400	CS	A/E	Block sessions			2		24
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 barriers to learning. Creating and managing a learning environment in which learners can</p>								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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 Education 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 400	CS	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 400	CS	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	CS	A/E	Block sessions			1		6
Information and 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 400	CS	A/E	Block sessions			1		12
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 400	CS	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.								
PPF 400	CS	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 learning, integrating all modules. Present and defend the professional portfolio to a panel of examiners for final evaluation.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
1. EARLY CHILDHOOD DEVELOPMENT AND FOUNDATION PHASE								
ECD 401	CS	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	CS	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. Gearing fascination and joy in learning mathematical constructs.								
ECD 403	CS	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	CS	A/E	Block sessions					12
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	CS	A/E	Block sessions					12
Mathematics Analysis of problems, diversity and different models of effective mediation of learning and the creation of an atmosphere for learning.								
IPH 403	CS	A/E	Block sessions					12
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.								
IPH 404	CS	A/E	Block sessions					12
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.								
IPH 405	CS	A/E	Block sessions					12
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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
IPH 406	CS	A/E	Block sessions					12
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. The study integrates the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.</i>								
SPH 401	CS	A/E	Block sessions		1			12
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	CS	A/E	Block sessions		1			12
Mathematics								
How to facilitate learning in Mathematics to ensure confidence in using numerical, geometric and graphical relations.								
SPH 403	CS	A/E	Block sessions		1			12
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.								
SPH 404	CS	A/E	Block sessions		1			12
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 by using resources, artefacts, technology and experiences of ordinary people.								
SPH 405	CS	A/E	Block sessions		1			12
Life Orientation								
This learning area confronts learners with how to live a meaningful and successful life in a 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	CS	A/E	Block sessions		1			12
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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
SPH 407	CS	A/E	Block sessions		1			12
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	CS	A/E	Block sessions		1			12
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	CS	A/E	Block sessions					24
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	CS	A/E	Block sessions					24
Methodology of African Languages								
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	CS	A/E	Block sessions					24
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.								
VBM 400	CS	A/E	Block sessions					24
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).								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
VEK 400	CS	A/E	Block sessions					24
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	CS	A/E	Block sessions					24
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	CS	A/E	Block sessions					24
Methodology of Foreign Languages								
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	CS	A/E	Block sessions					24
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	CS	A/E	Block sessions					24
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 (Grade 12). Courses in which the subject is offered. The history classroom. Teaching and learning aids. Excursions, museum, news board, etc. General.								
VKR 400	CS	A/E	Block sessions					24
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).								
VMU 400	CS	A/E	Block sessions					24
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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
VNS 400	CS	A/E	Block sessions					24
Subject Didactics of Physical Sciences								
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	CS	A/E	Block sessions					24
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	CS	A/E	Block sessions					24
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	CS	A/E	Block sessions					24
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	CS	A/E	Block sessions					24
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. A reflection.								
VTO 400	CS	A/E	Block sessions					24
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.								
VVS 400	CS	A/E	Block sessions					24
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).								

5. POSTGRADUATE CERTIFICATE IN HIGHER EDUCATION (PGCHE)

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
ASK 410	CS	A&E	Block lectures			2		10
Assessment Practice Methods of assessment in a formative and summative fashion. Basic principles of accountable assessment. Record of learning. Assessment instruments.								
CEL 420	CS	A&E	Block lectures			2		10
Electronic Learning Electronic learning media. Integrating electronic media in practice. Web-based learning. Multimedia learning packages. Interactive television broadcasting.								
EPP 420	CS	A&E	Block lectures			3		10
Entrepreneurship Practice The role of education and training in entrepreneurship, including finance, marketing, planning and project management as these relate to education.								
KRO 410	CS	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	EPS	A&E	Block lectures			2		10
Leadership and Management The role and profile of the higher education practitioner. Education leadership. Administrative and management skills. Learning programme management. Marketing. Higher education policy studies.								
LMD 400	CS	A&E	Block lectures			1&2		30
Mediating Learning The function of mediator of learning and facilitator of learning as central role of the higher education practitioner. Applied and integrated roles of practitioner. Facilitating learning aimed at the diverse needs of learners, including learners with special needs. Creating learning opportunities that is conducive to learning. Learning style flexibility and multiple intelligences. Effective education communication. Implementing strategies and utilizing sources applicable to the South African context. Guiding of students. Academic development across the curriculum. Adult learning theory. Application in authentic practice.								
MEP 420	CS	A&E	Block lectures			2		10
Mentorship Principles of mentorship. Strategies for mentorship. Mentorship practice. Leadership. Interpersonal aspects.								
NSV 420	CS	A&E	Block lectures			2		10
Research Supervision Supervision of postgraduate students. Research project management. Research funding.								
OWT 410	CS	A&E	Block lectures			1		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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
PFO 400	CS	A&E	Block lectures			1&2		20
Professional Development								
Professional development of higher education practitioners. Self-assessment. Developing the full potential of the practitioner. The role of action research. Developing a professional portfolio.								
PGL 420	CS	A&E	Block lectures			2		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 problem-based learning curricula and traditional context-based curricula. The cross-curricular nature of problem-based learning. Authentic problems in problem-based learning.								

6. BEd (Educational Psychology, Postgraduate)

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
BPV 710	EP	A/E			2	2		12
Career Counselling								
Career psychology and an introduction to career development theories: Trait-factor theory and the career choice theory of Holland, Super's career theory and social-cognitive theory for career development. Career development, counselling and career psychology for South Africa.								
CEN 720	EP	A/E			2	2		12
Community Education								
Goals and principles of community education. Asset-based approach. Major components in community education: schools as community centres, community-empowered schools, and community involvement. Integration of community education and the school. Youth development. Adult and family services. Maximum use of facilities, building community collaborations.								
EDS 710	EP	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.								
NME 715	CS	A/E	1			1		12
Foundation 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	CS	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].								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
NME 740	EPS	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-structured 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.								
ODK 710	EP	A/E			1	1		12
Othodidactics								
Learning differences, definitions and nature of learning difficulties/barriers to learning. Disabilities and theories of learning disabilities and cognitive functioning. Inclusive education, assessment of spoken and written language. Assessment of mathematics, non-verbal learning disabilities.								
OPD 700	EP	A/E			1	1&2		24
Orthopedagogic Diagnostics								
Ecosystem, asset-based approach to diagnostic assessment. Diagnostic assessment of cognitive, emotional and social functioning. Formal and informal assessment of learning difficulties in spoken and written language and mathematics. Applied experience in assessment, strategic assessment. Responsible use of classification and labelling. Assessment paradigms in culturally diverse settings. Ethical issues surrounding psychological assessment of the child, the educational psychologist as assessor.								
OPG 710	EP	A/E			1	1		12
Orthopedagogics								
Basic family intervention and introduction to family intervention models. Techniques to address specific family problems. Narrative techniques for family intervention that include: externalisation, mapping the influence of the problem on the family's functioning, attending to exceptions, reclaiming abilities, strengths and resources of the family and in the community.								
OPG 720	EP	A/E			2	2		12
Orthopedagogics								
Child psychopathology: perspectives on child psychopathology. Social problems that affect children such as physical and sexual abuse, substance abuse, special needs of children that live with HIV/AIDS, violence in schools, crisis intervention, development and mobilisation of peer support groups and community-based support.								
OPR 700	EP	A/E			1	1&2		24
Educational Psychology Practice								
Ecosystem, asset-based approach to educational psychology practice. Basic interviewing skills, child-interviewing skills. Basic and advanced counselling skills focused on short-term, supportive counselling. Strategic intervention in accordance with a postmodern, narrative model focus on the utilisation of assets and resources in children, family systems and communities. Inter-disciplinary collaboration and referral expertise.								
PPG 710	EP	A/E			2	1		12
Psychopedagogics								
Analysis of the contents of child development theories. Development theories: psycho-analytical (Freud and Erikson); Behaviouristic and social learning theory. Cognitive and								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
language development (Piaget and Vygotsky); Humanistic theory; Ecological theory; Value orientated theories and moral development (Kohlberg).								

7. BACCALAUREUS EDUCATIONIS HONORES [BEd(Hons)]

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
API 710	CS	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	CS	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.								
AQA 780	EP							12
Research Project								
Write a short report. Small-scale action research in the school or work place. Research proposal development. Use qualitative and/or quantitative methods.								
BSO 730	EPS							12
Policy Studies in Education								
Themes that will be studied include:								
<ul style="list-style-type: none"> • Examination of different understandings of what policy is. These include perspectives of policy as written text, practice or official pronouncements of officials, symbolism or products of conflict • Approaches to policy development. • Factors that impact on policy development. • Challenge of policy implementation. • Policy development in South African in the pre- 1990 period, 1990-1994, and 1994-2002. Policy documents such as the Education Renewal Strategy, the NEPI reports, amongst others will come under scrutiny. 								
CAE 712	CS	E&Tel					1	12
Assessment of Educational Programmes								
The purpose of this module is to enable the candidate to master assessment techniques pertaining to educational programmes.								
CDD 720	CS	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 SAQO 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. 								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
CDV 780	CS							12
Research Project								
Write a short report. Smallscale action research in the school or work place. Research proposal development. Use qualitative and/or quantitative methods.								
CEL 712	CS	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	CS	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	CS	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.								
CIE 780	CS							12
Research Project								
Write a short report about an actual education management problem in the school. Small-scale action research in the school or work place. Research proposal development. Use qualitative and/or quantitative methods.								
CIT 720	CS							12
Computers as Cognitive Tools								
The purpose of this module is to enable the candidate to master computer-integrated techniques pertaining to cognitive tools.								
CTM 710	CS	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	EP	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 postmodernism on education. Comparative perspectives on learning theories and their meaning for education.								
FBO 730	EPS							12
Financial Management in Education								
Financing of education. Critical analysis of legislation and policy documents related to financing the education system. Management skills related to budgeting, planning, organising, directing and controlling finances. Implementing financial policy. Developing and assessing financial solutions for various educational activities.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
GBG 720	CS							12
Asset-building and Community Development								
Four ways of viewing community development. Models of community development; asset-based approach; role of assets in community-based development; process of community development; forms of community capital; contributions of community development to sustainable development.								
IDD 720	CS	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. • Instructional use of computers. • Learning styles and facilitating of learning. • Measurement and assessment. • Team teaching. 								
LVL 720	CS							12
Facilitating Adult Learning								
The function of mediator of learning and facilitator of learning as central role of the adult education practitioner. Applied and integrated roles of practitioner. Facilitating learning aimed at the diverse needs of learners, including learners with special needs. Creating learning opportunities that are conducive to learning. Learning style flexibility and multiple intelligences. Effective education communication. Implementing strategies and utilizing sources applicable to the South African context.								
LVO 730	EPS							12
Leadership and Change in Education								
Cultural settings. Critical perspectives of leadership. Leadership in a human rights environment. Change in education – legislation and policy implementation. Resistance to change. Leadership in a culture of change. Transformational leadership. Building innovative capacity and leadership.								
MBE 730	CS							12
Human Resource Management in Education								
The human resource development process including policy needs determination, requirements for posts, advertisement, selection and appointment, development including mentoring and induction. Human resource development at school level, in-service training and capacity building.								
MHB 710	CS							12
Human Resource Management in Education								
The human resource development process including policy needs determination, requirements for posts, advertisement, selection and appointment, development including mentoring and induction. Human resource development at school level, in-service training and capacity building.								
NME 715	CS	A/E	1			1		12
Foundation 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	CS	A/E	1			2		12
Introduction to Quantitative Research								
Statistical techniques in the educational research process. Basic concepts and principles.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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 c^2].								
NME 740	EPS	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-structured 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.								
NMP 780	EPS							12
Research Project								
Write a short report about an actual education management problem in the school. Small-scale action research in the school or work place. Research proposal development. Use qualitative and/or quantitative methods.								
OBG 730	EPS							12
Education Law and Policy								
The importance of education law and policy literacy. The emergency of the new legal and policy framework for the provision of education in South Africa. Policy actors and other stakeholders in education: democratisation, rights and duties, roles. Reading and understanding policy and law (case studies). The relationship between Educational Law and Policy. The role of Education Law in policy design.								
OWG 720	CS							12
Community Education								
Goals and principles of community education; asset-based approach; major components in community education: schools as community centers; community-empowered schools; community involvement; integration of community education and the school; youth development; adult and family services; maximum use of facilities; building community collaborations.								
OWR 730	EPS							12
Education Law								
Introduction. The Constitution and the Bill of Rights: entrenchment, supremacy, interpreting (reading, providing for, applying and understanding fundamental human rights), enforcement, and important implications of selected rights in education. Legal aspects of the organisation, funding and governance of public schools. Safe schools (policies, codes of conduct, school rules, disciplinary action). Education labour relations.								
OWT 730	EPS							12
Education Management Theories								
Theories and models in education management. Democratic and bureaucratic models. Different approaches to education management. Synergy of different approaches. Recent theory development and discourse. Theory and practice paradigms. Changing context of management in Education. Africa-approach to Education management: philosophies and concepts.								
QPI 710	CS	E	1			1		12
Quality Assurance Approaches and Instruments								
Foundations, principles and ethics of quality assurance practices. International trends in								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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	CS	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 environment and quality assurance.								
TNO 711	CS	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. 								
TNO 721	CS	A/E	1			2		12
Technological Competencies To enable learners to teach technology in the following 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	CS	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 and using of 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 of prototypes. - Testing and evaluation. • Safety and awareness in technology education. • 								
TNO 780	CS							12
Research Project Write a short report about an actual education management problem in the school. Small-scale action research in the school or work place. Research proposal development. Use qualitative and/or quantitative methods.								
VGO 780	CS							12
Research Project Write a limited research report. Small-scale action research in the teaching/training situation or community development. Research proposal development. Use quantitative and/or qualitative methods.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
VWL 710	CS							12
Learning in Adulthood								
The context and provision of adult learning. Adult development and learning. The learning process. The learning transaction with adults. Learning theories. Reflections on practice.								

7. MAGISTER EDUCATIONIS (MEd)

Module code	Dept	Lang	Lpw	ppw	Year	Sem	Qr	Cr
AFB 880	EPS	A&E	Block lectures					15
Accountability and Financial Management in Education								
Principals are accountable to the Department of Education for the efficient and effective management of the school; they co-govern the school with the school governing body. They are also expected to account for the deployment of income raised by the governing body, including school fees. This module examines the concept of accountability and the ways in which it impacts on the role of the principal as financial manager in the school context.								
ASK 880	CS	E			2	1		15
Assessment in the Classroom								
Elective modules build upon the core modules presented in the first year. This specialisation module, which builds upon classroom assessment, will be conducted in small groups and seminar-type classes where state-of-the-art knowledge and skills are presented and discussed. It is expected that these elective module will be related to and will support students' choice of masters project and be related to their compulsory internship at an appropriate institution.								
AQA 880	CS	A&E						15
Assessment and Quality Assurance								
Evaluation and assessment. Concepts and practices of assessment and quality assurance in outcome-based education. The link between assessment and ensuring the quality of programmes and learning outcomes. Strategies and techniques to generate evidence for assessment. Performance and assessment criteria. Applying criteria to maintain, monitor and assess standards and quality in outcomes-based education.								
BOP 804	EP							15
Career Orientation Pedagogics								
The career management process: theory and application; stages of career development; contemporary issues in career management; career management in work organisations; postmodern approach to career management; the practice of guidance and counselling; interviewing, implementation and interpretation of media, diagnosing, referring, report writing.								
EAE 880	CS	E	Block lectures		1	1	1	15
Evaluation and Assessment of E-Learning								
After completing this module learners should be able to evaluate a specific computer-integrated learning application to determine its value according to specified criteria. Learners should also be able to develop computer-based tests and interpret their results. Topics include the relationship between evaluation, assessment and research, Methods of assessment of learning programs, Testing and assessment, criteria for assessment and evaluation, and reporting of research information.								

Module code	Dept	Lang	Lpw	ppw	Year	Sem	Qr	Cr
EDL 880	EPS	A&E	Block lectures					15
Educational Management and Leadership								
In this module students learn about the changing management and leadership roles of the principal in theory and practice. Students become familiar with and apply different concepts such as strategic, Tran formative and servant leadership in educational contexts. The module enables prospective principals to clarify their own educational values as an essential stage in the process of developing and articulating a vision for school change.								
EDL 895	EPS							60
Dissertation of limited scope								
Dissertation of limited scope conducted under supervision of a supervisor on any identified and selected problem in the area principalship.								
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.								
ENV 895	CS							120
Dissertation of limited scope								
Dissertation of limited scope conducted under supervision of a supervisor on any identified and selected problem in the area of environment education.								
EPD 895	CS							90
Dissertation of limited scope								
Dissertation of limited scope conducted under supervision of a supervisor on any identified and selected problem in the area of professional development of the educator.								
FCL 880	CS	A&E						15
Facilitating Learning								
Designing, presenting and having challenging learning experiences executed to maximise learner's potential. Facilitating metalearning and its composite thinking and creativity skills to acquire the intrapersonal or mega life-skills. Facilitating cooperative learning and its								

Module code	Dept	Lang	Lpw	ppw	Year	Sem	Qr	Cr
composite requirements to acquire the interpersonal or social life-skills. Facilitating learning quality through effective feedback for reflective and flexible learning practice. Whole brain learning and learning style differentiated learning.								
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.								
FVV 880	CS	A&E						15
Educational Change The science of change, causes of change, resistance to change, the human make-up for facilitating change, initiating change, effective, sustained, progressive and dynamic change.								
GB0 880	CS	A&E						15
Community Building and Education Community development and community building; building a base for community building; building communities from the inside out; believes, assumptions, values and principles that underpin community building; schools and communities: an asset-based approach; sustainable community building blocks; partnership in education.								
GB0 895	CS							90
Dissertation of limited scope Dissertation of limited scope conducted under supervision of a supervisor on any identified and selected problem in the area of education for community building.								
GGY 887	GGY							20
Ecotourism The role and impact of ecotourism as environmental, educational, conservation and development factor within the international context. Problems and trends are investigated.								
GMI 880	CS	E			2	1		15
Advanced Measurement and Instrumentation Elective modules build upon the core modules presented in the first year. This specialisation module, which builds on quality assurance and evaluation and assessment at system level, will be conducted in small groups and seminar-type classes where state-of-the-art knowledge and skills are presented and discussed. It is expected that these elective module will be related to and will support students' choice of masters project and be related to their compulsory internship at an appropriate institution.								
HSK 880	CS	E			1	1		15
Whole School Evaluation and Classroom Assessment This module consists of two distinctive parts: A. whole school evaluation and B. classroom assessment. Part A will begin with summarizing South African policies on whole school evaluation (WSE). WSE is aimed at improving school and classroom processes, and international and national literature on school improvement and effectiveness will be part of this module. As WSE is new for most schools, principals' and teachers' attention will also be drawn to strategies of implementing WSE at school level, and on how schools can prepare themselves for WSE. Part B will cover strategies and methods for classroom assessment for OBE. Students will learn how good quality assessment can be designed and apply this to a setting of their choice.								

Module code	Dept	Lang	Lpw	ppw	Year	Sem	Qr	Cr
IAO 880	CS	E	Block lectures		2	1	1	15
Information Technology for Distance Education This module focuses on establishing and maintaining virtual learning communities. Learners are placed in a virtual learning community and experience the dynamics that develop during distance education via the Internet. Attention is also given to the various techniques and technologies that are available to facilitate such learning.								
IBE 880	CS	E	Block lectures		1	2	2	15
Implementation and Management of E-Learning After this module a learner should be able to act as manager in the field of Computer-integrated Education. Both at the level of strategic management and of project management. Students may chose between auditing an existing strategic management setup, or executing their own software development project in which they develop a learning program, either in <i>Authorware</i> or <i>Flash</i> . They can also select the level at which they wish to work, i.e. school, post-secondary or adult education.								
INP 880	CS	E			2	1		15
Monitoring in Education: International and National Perspectives Elective modules build upon the core modules presented in the first year. This specialisation module, which builds on quality assurance and evaluation and assessment at system level, will be conducted in small groups and seminar-type classes where state-of-the-art knowledge and skills are presented and discussed. It is expected that these elective module will be related to and will support students' choice of masters project and be related to their compulsory internship at an appropriate institution.								
IOO 880	CS	E	Block lectures		1	2	1	15
Instructional Design and Development After completing this module, students should be able to design and develop a computer-based learning programme to meet specified learning needs. Learners will go through the process of analysis, design, development, implementation and evaluation, and must be able to decide if drills, tutorials, simulations or games are the most appropriate solution to a given problem and why.								
KEA 880	CS	E			1	1		15
Quality Assurance, Evaluation and Assessment at System Level This module begins with summarizing the policies and practices on quality assurance in South Africa. This serves as a context to discuss national and international literature on quality assurance, monitoring and evaluation at system level. How to design a QA/monitoring project will be discussed by analysing examples, including the design of large-scale national assessment studies. Students will demonstrate competence in designing a QA/monitoring project applying relevant concepts, theories and methodologies.								
KEA 895	CS	E/A			2	1		60
Dissertation of limited scope Dissertation of limited scope conducted under supervision of a supervisor on any identified and selected problem in the area of assessment and evaluation in education and training.								
KSE 880	CS	E	Block lectures		1	2		15
Curriculum Studies and Evaluation in Science and Technology Education A theoretical and practical study of curriculum developmetn and implementation; Curriculum models and paradigms – international perspectives; Curriculum innovations in science education; Curriculum research and history; Approaches to assessment and evaluation of curriculum in the sciences.								

Module code	Dept	Lang	Lpw	ppw	Year	Sem	Qr	Cr
KVW 880	CS	E			2	1		15
Quality Assurance in the Workplace								
Elective modules build upon the core modules presented in the first year. This specialisation module, which builds on quality assurance and evaluation and assessment at system level, will be conducted in small groups and seminar-type classes where state-of-the-art knowledge and skills are presented and discussed. It is expected that this elective module will be related to and will support students' choice of master's project and be related to their compulsory internship at an appropriate institution.								
LBL 880	EPS							15
Leadership and Management of Learning in Education								
This module introduces students to the principal as leader of curriculum and instruction in the school context, with the primary goal of enhancing learning. Prospective principals will acquire competence in the deployment of effective leadership strategies (including coaching and teacher appraisal) to enhance the quality of teaching and learning in their schools.								
LBO 880	EPS	A&E						15
Leadership and Management of Staff in Education								
The teaching staff represents the most important resource in schools. How such human resources are managed is therefore critical for school improvement. In this module prospective principals become competent in the selection, deployment, mentoring, development, monitoring and appraisal of teachers.								
LCB 880	CS	A&E						15
Leadership for Community Building								
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. Women as leaders. Diversity in leadership and in the communities. Power, influence and empowerment. Human resource management.								
LGG 880	EPS							15
Leadership and Gender Equality								
Exploration of the perspectives of contemporary women's studies and feminist scholarship, feminist theories (including black feminist thoughts) and leadership; Systems of representation to emancipate and subordinate women; Identify development in films and women; Empowerment through education and leadership; Conceptualisation of leadership in a new democratic dispensation.								
LOB 880	CS	E	Block lectures		1	2		15
Learning Theories and Instructional Approaches in Science and Technology Education								
Constructivists approaches towards science teaching and learning in and outside of formal schooling settings; other learning theories and human diversity: multiculturalism; individuality; theories of cognitive development; Ausubel, Bruner, Vygotsky and Piaget – their contributions toward cognitive development; advance organisers; prior knowledge and prior learning experiences; mental mapping; feminists, "critical" and "transformative" teaching approaches in science and technology education; mainstreaming and special needs in science and technology education. Hands-on and guided discovery approaches.								

Module code	Dept	Lang	Lpw	ppw	Year	Sem	Qr	Cr
MII 880	CS	E			1	1		15
Measurement and Instrument Development								
Development of instruments for (quantitative and/or qualitative) data collection (questionnaires, interview schedules, checklists, observation scales). Measurement of (cognitive) skills, abilities, attitudes, motivation; characteristics of good measurement (various types of validity, reliability); constructs and scales. Many hands -on exercises.								
MOM 880	CS	E			1	2		15
Research Design and Tools								
This module will build upon fundamental module 1. It will cover various design approaches for research, evaluation and assessment studies. Some practical statistics will be included, both descriptive and inferential statistics. Practical workshops will be given in SPSS and Atlas- <i>ti</i> .								
NME 810	EPS	A/E	Block lectures		1	1		15
Research Methodology								
Methodology and ideology. Basic principles of quantitative and qualitative methods. Action research. Critical discourse analysis, organisational and paradigm analysis.								
NTO 880	CS	E	Block lectures		1	2		15
New Frontiers and Development in Science and Technology Research and Practice								
Race, class and gender in science and technology education; TIMSS and other comparative studies in science and technology education; policy studies in science and technology education; environmental studies and globalisation; any other recent issues in science and technology education.								
NWT 880	CS	A/E			2			90
Dissertation of limited scope								
Dissertation of limited scope conducted under supervision on any identified and selected problem in the area of science and technology education.								
ODD 874	EP							15
Orthodidactical Theory and Diagnostic Assessment								
Fundamental approach(es) concerning barriers to learning, with reference to the South African context; theoretical framework(s) for diagnostic assessment in respect of academic achievement difficulties within the South African context; practice in the independent integration and synthesis of relevant subject-specific literature in preparation for own research: neuropsychological functioning, language (L1 and L2), reading, writing, spelling, numeracy and mathematical skills, study skills, educational and environmental disadvantage; professional skills and values of accountable diagnostic assessment practice and reporting of findings in respect of learners' academic achievement difficulties within the South African context.								
ODH 874	EP							15
Orthodidactical Assistance								
Learning support in South Africa: contextualisation; the learner and learning support; inclusive education; learning support: micro-level; group work.								
OMS 883	GGY							20
Polar and Mountain Environments								
Polar and mountain 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.								

Module code	Dept	Lang	Lpw	ppw	Year	Sem	Qr	Cr
OOG 810	CS	A&E			1	1		15
Education, Development and Globalisation Regional and global perspectives. Multi/intercultural education and values. Gender and the environment. Economics of education.								
OPG 804	EP							15
Orthopedagogics Practical component and community work; the foundation of child psychotherapy; the child psychotherapist as a person; different therapeutic approaches and the well-founded use thereof regarding children with emotional and behavioural problems; repertoire of therapeutic techniques when working with children; planning and implementation of therapy with children and andragogical intervention with parents; community work in a multi-cultural school.								
OPR 800	EP							15
Educational Psychology Practice Practical component: assessment of children with emotional and behavioural problems; community work; implementation and interpretation of psychological media; feedback sessions with parents; multi-disciplinary liaison; interviewing skills within the educational psychological helping model; listening and communication skills; ethical issues and the rights of the client; forensic dimensions; the educational psychologist as consultant and facilitator within a multi-cultural framework. The practice of the educational psychologist; compiling a report.								
OSS 880	CS	E	Block lectures		1	1	1	15
Education Essence This is a self-study module that contains introductory material about the nature and scope of teaching and training. The module is prescribed for students who do not have a previous qualification in teaching or training. It includes aspects such as models for lifelong learning, design of learning programmes, education practice, learning problems, multicultural education and the South African education system.								
OUB 804	EP							15
Parent Education An overview of healthy families and their development; parameters of family functioning; models for the analysis of family problems; practical aspects of the analysis of families; analysis of psycho-socio causal factors of family problems; analysis of families with special concerns, with parent education with regard to all these aspects as the central theme.								
OWG 880	EPS	A&E	Block lectures					15
Education Law Case studies of court reports and critical incidents regarding alleged violations of human rights. Equality, equity, discrimination, anti-racism, reconciliation, representativity. Individual and collective rights: issues of government. Limitations of fundamental rights. Education labour relations.								
OWR 880	EPS		Block lectures					15
Education Law In this module students will become competent in education law matters that impact daily on the life of the school principal. The module will make extensive use of case studies of critical incidents in the school context, including human rights, equity and discrimination. In addition, students gain and learn to apply knowledge of education labour relations, the SACE code of conduct, and international comparative case studies regarding education and the law.								

Module code	Dept	Lang	Lpw	ppw	Year	Sem	Qr	Cr
OWR 895	EPS							90
Dissertation of limited scope Dissertation of limited scope conducted under supervision of a supervisor on any identified and selected problem in the area of education management, law and policy.								
PFO 880	CS	A&E						15
Professional Development Professional development as educator to optimise independence, interdependence, and self-renewal. Implementing principles of personal vision, personal leadership, personal management, interpersonal leadership, emphatic communication, creative cooperation, and balanced self-renewal through action research.								
PIA 880	CS	A&E						15
Programme Development and Impact Assessment The community action planning process; basic group process, group dynamics and team building; working together through networks, partnerships and coalitions; programme development; writing grant proposals and funding; assessing the community; impact assessment: outcomes of the programme; process; qualitative and quantitative assessment.								
PRE 880	CS	E			1	2		15
Programme Evaluation In this module various types (e.g. formative and summative evaluation) of programme evaluation will be discussed and applied. Students will also analyze a number of approaches to programme evaluation. Finally, they will draw up an evaluation plan for a problem taken from their own work environment.								
PTS 880	CS	E			2	1		15
Programme Evaluation: Theories and Debates Elective modules build upon the core modules presented in the first year. This specialisation module, which builds on programme evaluation will be conducted in small groups and seminar-type classes where state-of-the-art knowledge and skills are presented and discussed. It is expected that this elective module will be related to and will support students' choice of master's project and be related to their compulsory internship at an appropriate institution.								
PUR 820	PBR							20
International Environmental Law Sources of environmental law: international agreements, international precedents, 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.								
RGO 895	CS	E	Block lectures		2	1	1-3	90
Dissertation of limited scope The dissertation is about 70 pages in length and covers research of about three months. Students may choose between a theoretical study, an evaluation of existing technology or the development of new technology.								
SBS 880	EPS							15
Self-managing Schools Models for selfmanaging, centralisation and decentralisation, decision making in selfmanaging schools, management and governance, individual and group decision making, financial implication, partnerships in the selfgoverning school, communication. Co-operative government and governance.								

Module code	Dept	Lang	Lpw	ppw	Year	Sem	Qr	Cr
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.								
SVE 880	CS	E			2	1		15
School Improvement and Effectiveness								
Elective modules build upon the core modules presented in the first year. This specialisation module, which builds on whole school evaluation, will be conducted in small groups and seminar-type classes where state-of-the-art knowledge and skills are presented and discussed. It is expected that this elective module will be related to and will support the students' choice of a master's project and be related to their compulsory internship at an appropriate institution.								
TOB 880	EPS							15
Issues in Education Policy								
Globalisation and its impact on educational policy development in comparative contexts of developed country and developing country. The role of research, policy actors, values, socio-political and economic factors in policy making. An analysis of case studies education policies developed in South Africa in the post-1994 period such as the governance, access, funding, etc., will be done.								
TOT 880	CS	E	Block lectures		1	1	2	15
Theory of Teaching and Training with Technology								
After this module students should be able to defend the role of computers in behaviourist and constructivist learning. They should also be able to explain what the specific characteristics of computers bring to these modalities of learning. Furthermore they should be aware of the debates concerning learning with media and defend their positions. Learners should be able to identify instances and conditions where computers do make a difference. The role of computers in individual and co-operative learning is also addressed.								
VGO 880	CS	A&E						15
Adult and Community Education								
Adult education for community building; social action and action planning; social capital, learning community; facilitating change; citizen action and participation; community building in action: case examples; goals and principles of community education; major components in community education: schools as community centres; community schools; community involvement; integration of community education and the school; youth development; adult and family services; maximum use of facilities; collaboration; funding; educating, training and organising community volunteers.								

Module code	Dept	Lang	Lpw	ppw	Year	Sem	Qr	Cr
VSP 880	EPS	A&E	Block lectures					15
Comparative School Management and Practicum								
This module will be presented by leading international experts in school management and will involve a detailed examination of school management in comparative contexts. In this module prospective principals learn how to identify "best practices" in school management in other contexts, and to deploy such knowledge towards local school improvement.								
Practicum: students will be placed in an exemplary school with strong leadership and management traditions. The student will be assigned a practical leadership or management task that will have to be completed under the supervision of a mentor (an experienced school leader) and the university's academic staff.								
WTG 880	CS	E	Block lectures		1	1		15
Science, Technology and Society								
What is technology? Technology as "human activity", and as a practical activity; science, technology and society (STS): national and international trends: Science and indigenous knowledge systems. Case studies that highlight issues of Science, ethics and values. Science, technology and development.								

8. DISTANCE EDUCATION

ADVANCED CERTIFICATE IN EDUCATION (ACE)

Module code	Dept	Lang	Lpw	ppw	Year	Sem	Qr	Cr
EDL 401	EPS	A/E						20
Education Law								
Current legislation. Educators and labour law. The rights and duties of learners, educators and parents. Law and rights. Education and the Constitution. School governance.								
EDM 401	EPS	A/E						20
Education Management								
Orientation with regard to education management. Cyclical management functions: planning, organising, leading and control. Time and stress management, micro politics in schools, effective schools.								
EDM 402	EPS	A/E						20
Education Management								
Problem solving, decision making. Communication to improve interpersonal relations. Conflict management.								
Negotiation strategies, management of change in education.								
EDO 401	EPS	A/E						20
Organisational Management								
Management in a multicultural 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. 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.								

Module code	Dept	Lang	Lpw	ppw	Year	Sem	Qr	Cr
EDO 402	EPS	A/E						20
Organisational Management Organisational theory. Management of change. School administration. Information management. Budget. Administration of school fees. Management of facilities. Stock control.								
EDS 401	CS	A/E						20
The Social Context of Education and Professional Development Multicultural education; the social context in which tolerance to diversity may develop. HIV/AIDS and education; the complex nature of the HIV pandemic. Life-skills and education; A theoretical framework. Sexuality and education; value systems; cultural differentiation and traditions. Self-development and learning mediation.								
LAP 401	ES	A/E						20
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.								
LPO 402	ES	A/E						20
Practical Experience Assessment, interviewing and intervention with learners with special education needs. Written report on findings.								
LSR 402	ES	A/E						20
Learning Support Programmes Establishment of learning support programme. Provision of a learning support programme. Learning support sessions. Evaluation of learning support programmes. Practical experience.								
LWP 401	ES	A/E						20
Learners with Problems Child development and problems in child development. Educational problems. Disabilities in children. Social, emotional and behavioural problems. The learning event. Learning and teaching problems. Problems relating to language development, reading, spelling, handwriting and mathematics. The teacher and the child with problems.								
LWP 402	ES	A/E						20
Learners with Problems Child development and problems in child development. Educational problems. Disabilities in children. Social, emotional and behavioural problems. The learning event. Learning and teaching problems. Problems relating to language development, reading, spelling, handwriting and mathematics. The teacher and the child with problems.								

BEd(Hons)**Education Management, Law and Policy**

Module code	Dept	Lang	Lpw	ppw	Year	Sem	Qr	Cr
EDS 732	EPS	A/E						12
Educational Studies Metatheories in education: empiricism. Rational empiricism. Critical rationalism. Critical theory. Phenomenology. Hermeneutics. System theory. Philosophies in education:								

Module code	Dept	Lang	Lpw	ppw	Year	Sem	Qr	Cr
traditional philosophies; indigenous (African) philosophies. The influence of modernism and postmodernism on education. Comparative perspectives on learning theories and their meaning for education.								
ELP 721	EPS	A/E						12
Education Law and Policy The importance of education law and policy literacy. The emergency of the new legal and policy framework for the provision of education in South Africa. Policy actors and other stakeholders in education: democratisation, rights and duties, roles. Reading and understanding policy and law (case studies). The relationship between Educational Law and policy. The role of Education Law in policy design.								
FMO 711	EPS	A/E						12
Financial Management in Education Financing of education. Critical analysis of legislation and policy documents related to financing the education system. Management skills related to budgeting, planning, organising, directing and controlling finances. Implementing financial policy. Developing and assessing financial solutions for various educational activities.								
HRE 711	EPS	A/E						12
Human Resource Management in Education The human resource development process including policy needs determination, requirements for posts, advertisement, selection and appointment, development including mentoring and induction. Human resource development at school level, in-service training and capacity building.								
LVO 711	EPS	A/E						12
Leadership and Change in Education Cultural settings. Critical perspectives of leadership. Leadership in a human rights environment. Change in education – legislation and policy implementation. Resistance to change. Leadership in a culture of change. Transformational leadership. Building innovative capacity and leadership.								
NME 731	EPS	A/E						12
Foundation 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 732	EPS	A/E						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 733	EPS	A/E						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.								

Module code	Dept	Lang	Lpw	ppw	Year	Sem	Qr	Cr
Students are provided with the basic concepts and strategies for pursuing advanced educational research training at higher levels of study.								
OWB 781	EPS	A/E						12
Research Project Write a short report about an actual education management problem in the school. Small-scale action research in the school or work place. Research proposal development. Use qualitative and/or quantitative methods.								
OWR 721	EPS	A/E						12
Education Law Introduction. The Constitution and the Bill of Rights: entrenchment, supremacy, interpreting (reading, providing for, applying and understanding fundamental human rights), enforcement, and important implications of selected rights in education. Legal aspects of the organisation, funding and governance of public schools. Safe schools (policies, codes of conduct, school rules, disciplinary action). Education labour relations.								
PSE 722	EPS	A/E						12
Policy Studies in Education Themes that will be studied include: <ul style="list-style-type: none"> • Examination of different understandings of what policy is. These include perspectives of policy as written text, practice or official pronouncements of officials, symbolism or products of conflict. • Approaches to policy development. • Factors that impact on policy development. • Challenge of policy implementation. Policy development in South African in the pre- 1990 period, 1990-1994, and 1994-2002. Policy documents such as the Education Renewal Strategy, the NEPI reports, amongst others will come under scrutiny.								
TEM 711	EPS	A/E						12
Education Management Theories Theories and models in education management. Democratic and bureaucratic models. Different approaches to education management. Synergy of different approaches. Recent theory development and discourse. Theory and practice paradigms. Changing context of management in Education. Africa-approach to Education Management: philosophies and concepts.								

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.