

**FACULTIES OF THE
UNIVERSITY OF PRETORIA**

HUMANITIES
NATURAL AND AGRICULTURAL SCIENCES
LAW
THEOLOGY
ECONOMIC AND MANAGEMENT SCIENCES
VETERINARY SCIENCE
EDUCATION
HEALTH SCIENCES
ENGINEERING, BUILT ENVIRONMENT AND INFORMATION TECHNOLOGY

Address all correspondence to:

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

Cheques and postal orders must be crossed and made payable to
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**Telephone: 012 420 4111
Fax: 012 362 5168/362 5190
Web address: <http://www.up.ac.za/>**

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FACULTY OF EDUCATION
ACADEMIC PERSONNEL AS ON 1 SEPTEMBER 2005

DEAN

Prof J.D. Jansen BSc(UWC) HED(Unisa) BEd(Unisa)
 MS(Cornell University) PhD(Stanford University)
 PhD(hc) (University of Edinburgh)

SCHOOL FOR EDUCATIONAL STUDIES

School Chair

Prof I Eloff (Department of Educational Psychology)

Department of Curriculum Studies (CS)

Fraser, W.J., BSc(PU for CHE) BEd MEd DEd(Unisa)
 THED NTD CBIOL MBIOL M.Acad(SA) Professor (Head)

Killen, L.R., BSc(Univ of Newcastle) MEdStud MEd
 PhD(Univ of Newcastle) DipE Extraordinary Professor

Plomp, T., MSc (Mathematics) PhD (Vrije Universiteit
 Amsterdam) PhD (hc)(University of Ghent) Extraordinary Professor

Cronjé, J.C., BA HED MEd MA(Pret) DLitt M.Acad.(SA) Professor

Maree, J.G., BA BEd MEd DEd PhD DPhil HED(Pret)
 M.Acad(SA) Professor

Van Rooyen, L., BA HED(Unisa) BEd MEd PhD(Pret) Professor

De Kock, D.M., BA(Stell) BA(Hons) MA PhD(Pret)
 SOD(Stell)..... Associate Professor

Howie, S.J., BA(Stell) BA(Hons)(UCT) MEd(Wits)
 PhD(Univ of Twente) Associate Professor

Knoetze, J.G., BSc HED BEd MEd PhD(Pret) Associate Professor

Kühn, M.J., BA(Hons) BEd MA DLitt(Pret) THED UOLM
 UVLM(Unisa) Associate Professor

Möller, T., BA BEd(PU for CHE) BEd MEd DEd(Pret)
 THED(LO) Associate Professor

Slabbert, J.A., BSc(Hons) BEd(RAU) MEd DEd(Pret)
 THED Associate Professor

Viljoen, J., BA(Stell) BEd(UOFS) MEd(UPE) PhD(Pret)
 HED(Stell) Associate Professor

Bender, C.J.G., BA(SW)(Hons) BA(Psych)(Hons) BEd
 MA MA(SW) DEd(Pret) HED(Unisa) Senior Lecturer

Du Toit, P.H., BA(Hons) MEd PhD(Pret) HED DTI Senior Lecturer

Hartell, C.G., BA(Unisa) BEd MEd(Pret) OD(ROK) Senior Lecturer

Hattingh, A., BSc BEd MEd PhD HED(Pret) Senior Lecturer

Pillay, V., BA(UDW) BA(Hons) HDE(Unisa) MA(UN)
 PhD(Pret) Senior Lecturer

Vandeyar, S., BA(Ed) MEd(Wits) BA(Hons)(Unisa)
 PhD(Pret) FDE(EM)(CESA) Senior Lecturer

Weber, K.E., BA(Hons) HDE MPhil(UCT) MEd
 EdD(Harvard)..... Senior Lecturer

Barnes, H.E., BA HED MEd(Pret) 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(Hons) MA(Pret)..... Lecturer

Department of Education Management and Policy Studies (EPS)

Beckmann, J.L., BA(PU for CHE) THED(POK) BEd
 MEd(RAU) DEd(Pret) M.Acad.SA Professor (Head)
 Davies, E.H., BA HDipEd(PG) BEd MEd DEd (Unisa)..... Extraordinary Professor
 Ilon, L., BA(Hawaii) MS(New York) MS PhD(Florida) Extraordinary Professor
 Moja, T., BA(Paed) BEd (UNIN) MEd(Wits)
 Dphil(Wisconsin) Extraordinary Professor
 Young, M.D., BA(Trinity College) MA(Essex Univ)
 PhD(hc) (Jrensuu, Finland) Extraordinary Professor
 Van der Bank, A.J., BA BEd MEd PhD(Pret) THED..... Associate Professor
 Amsterdam, C.E.N., BA BEd MEd(UDW)
 PhD(University of South Carolina,USA) Senior Lecturer
 Herman, C, BA(Israel) Dip Rem Ed BEd MEd(Wits)
 PhD(Pret)..... Senior Lecturer
 Heystek, J., BA BEd(PU for CHE) MEd PhD(Pret) HED..... Senior Lecturer
 Joubert, H.J., BSc THED FDE MEd PhD (Pret)..... Senior Lecturer
 Nieuwenhuis, F.J., BA HED BEd MEd(Pret) DEd(RAU)
 MDiac (Unisa) Senior Lecturer
 Prinsloo, I.J., BA MEd(PU for CHE) DEd(Unisa) THED..... Senior Lecturer
 Sehoole, M.T., BA(Unin) BEd MEd PGDE PhD(Wits)..... Senior Lecturer
 Sithole, I.J., SEC Teach Dipl(East Rand Coll of Ed)
 BScEd MEd(Langston USA) PhD(Oklahoma USA)..... Senior Lecturer
 Chalufu, S., BPaed BEd(Hons)(UDW) MEd(Bristol
 Univ) MEd(Suny-Buffalo) Lecturer
 Mabe, T.J., BA BEd(Unin) MDA(Pret) Lecturer
 Mampane, S.T., SEC BA(Vista) BEd FDE MEd(Pret)..... Lecturer
 Phendla, T.S., BA BEd(Wits) FDE MEd(RAU) PhD(MSU) Lecturer
 Van Rooyen, J.W., BSc BEd(Pret) BSc(Hons)(RAU)
 THED MEd(Pret) Lecturer
 Van Vollenhoven, W.J., BA BEd HED FDE MEd(Pret) Lecturer
 Snyman, S.E., BA(Ed) BMus(Hons) BEd MBA MEd
 PhD(Pret)..... Lecturer

Department of Educational Psychology (EP)

Eloff, I., BA(PU for CHE) BEd MEd(Pret) PhD(Stell) HED Associate Professor(Head)
 Bouwer, A.C., MEd DEd(Pret) THED Professor
 Naudé, H., BA(Pret) MEd(Stell) DEd(Unisa) HED Associate Professor
 Ebersöhn, L., BPrimEd BEd MEd PhD(Pret)..... Senior Lecturer
 Prinsloo, H.M., BA(SW)(Hons) MEd DEd
 PhD(OS)(Pret) DSE(Pedotherapy) Senior Lecturer
 Du Preez, C.S., BSc(Hons)(Unisa) BMedSci BEd HED
 MEd(Pret)..... Lecturer
 Ferreira, R., B.Hhk(Ed) FDE BEd MEd(Pret) Lecturer
 Human-Vogel, S., BA(Hons)(RAU) BEd MEd PhD(Pret)
 Lecturer
 Lubbe, C., BA(Ed) BEd MEd PhD(Pret) Lecturer

Moletsane, M.E., BA(Unin) BEd MEd(Pret) PhD (Pret) UED ... Lecturer
 Olivier, H., BA(Ed) BEd MEd(Pret)..... BEd(Psych) Coordinator
 Bester, S., BPrimEd BEd MEd PhD(Pret) Control Technical Assistant

SCHOOL OF TEACHER TRAINING

School Chair

Prof G.O.M. Onwu (Department of Science, Mathematics and Technology Education)

Department of Science, Mathematics and Technology Education (SMT)

Onwu, G.O.M., BSc PGCE(London) MSc PhD(Univ of East Anglia) MSTAN Professor (Head)
 De Villiers, J.J.R., BSc(Hons) MSc PhD(Pret) HED Senior Lecturer
 Abrie, A.L., BSc HED BSc(Hons)(Pret)PhD(UN) Lecturer
 Botha, J.J., BCom HED(UFS) FDE(SACTE) Lecturer
 Coetzee, C., BSc(Hons) MSc(Pret) HED Lecturer
 Gaigher, E., BSc(Hons) MSc(Unisa) HED PhD(Pret) Lecturer
 Goosen, L., BSc HED BEd MEd(PU for CHE) PhD(NWU) Lecturer
 Gumbo, M.T., BA UED(Vista) BEd(Unisa) MEd(RAU) PhD(Vista)..... Lecturer A
 Haupt, M.M.C., BA(Hons) BA(BK)(Unisa) HED Lecturer
 Lebeta, V., BSc UED BSc(Hons)(UNIN) MEd(Leeds)..... Lecturer
 Rauscher, W.J., HED(Unisa) BEd(Hons)(RAU) MEd(Pret)..... Lecturer
 Stoffels, N.T., BSc(UWC) HED(Unisa) BEd MPhil(UPE) PhD(Pret) Lecturer
 Stols, G.H., BSc HED BSc(Hons)(PU for CHE)MSc PhD(Unisa) Lecturer
 Van Putten, L.S., BA HED(Pret) Junior Lecturer
 Randall, E.S., BSc(Pret) BEd(Unisa) Junior Lecturer

Department of Social Studies Education (SS)

Beukes, L.D., BA HED BA(Hons)(UFS) MPhil(RAU) Head
 Roos, N.D., BA(Hons) MA(Univ of Natal) PhD(UNW) HDE Senior Lecturer
 Van der Walt, C.A., BA(Hons)(PU for CHE) MA(Unisa) HED(PU for CHE) Senior Lecturer
 Evans, R., BA(Ed) FDE(Life Skills, Education Management and English Language Teaching) BA(Hons)(Pret) MA(TESL)(Univ of Birmingham) PhD(Pret) Lecturer
 Mathebula, D.D., BA(Ed) BEd(UN) MEd(RAU) Lecturer A
 Mfusi, M.X., BA(Ed)(NUL) BEd MEd PhD(Pret) Lecturer
 Niemann, A.C., BA(PU for CHE) BA(Hons)(Unisa) Lecturer
 Steyn, M.G., BA HED(Pret) BEd(Unisa) MEd(RAU) DEd(Unisa) Lecturer
 Swart, R., BBibI(UFS) HED(Unisa) Lecturer

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

Becker, L.R., BA(Pret) ATCL MA(Stell) THED Head
 Cloete, J.L., BA(Hons)(PU for CHE) MA(Pret) UED Senior Lecturer

Van der Westhuizen, C.N., BA(Hons) HED(Pret) MA
 DLitt et Phil(Unisa) Senior Lecturer
 Botha, A., BA(Ed)(LO) BA(Hons)(Pret) Lecturer
 Cloete, D.J., BA(Hons)(Unisa) HED MEd(Pret) Lecturer
 De Jager, L.J., BA(Ed)(RAU) MA(Stell)..... Lecturer
 Dippenaar, A.J.F., BEd(Vista) BA(Hons) MA PhD
 HED(PU for CHE) Lecturer
 Du Toit, C.M., BA THED BA(Hons) FDE MA PhD(Pret) Lecturer
 Engelbrecht, A., BA(Ed) MEd(Pret) BA(Hons)(Unisa) Lecturer
 Joubert, J.M., BA(Hons) THED(Pret) Lecturer
 Skeen, M.I., BA(PU for CHE) BMus(Hons) MMus(Pret)
 HED Lecturer
 Van Aswegen, H.J., BMus BMus(Hons) MMus DMus(Pret) ... Lecturer
 Van Wyk, E.M., BA(Ed)(Pret) Lecturer
 Vermeulen, D., BMus(Stell)(LTCL) BMus(Hons) MMus(Pret) . Lecturer

Department of Early Childhood Education (ECE)

Phatudi, N.C., BA(Paed)(Unin) BEd(Rhodes Univ)
 MPhil(Stell) HED(Unisa) Head
 Botha, A.C., BA(Hons)(Pret) BA(Unisa) MKD FDE TED Lecturer
 Botha, M., HED(Pret) BA BEd(Hons) MEd(Unisa) Lecturer
 Joubert, J.C., BA(PU for CHE) HED BEd(Unisa) MEd(Pret) ... Lecturer
 Van Heerden, J.C., BPrimEd, BEd(Hons)(Pret),
 MTech(TUT)..... Lecturer
 Sehloho, M.V. PTD (Sekhukhune Coll) BA BEd(Unisa)
 MEd(RAU)..... Lecturer A

Student Administration

Joubert, M.H., BCom(Pret) Head

CENTRES IN THE FACULTY OF EDUCATION

Centre for Augmentative and Alternative Communication

Alant, E., MA(Log) DPhil(Pret) Director

UNESCO-ICBA Centre

Phendla, T.S., JSTC(Venda Coll) BA(Univ of Venda)
 BEd (Wits) FDE MEd(RAU) PhD(Michigan State Univ) Director

Joint Centre for Science, Mathematics and Technology Education

Jita, L.C., BSc(Wits) UED BEd(Univ of Zululand) MA PhD
 (Michigan State Univ) Director

Centre for Evaluation and Assessment

Howie, S.J., BA(Stell) BA(Hons)(UCT) PhD(Univ of
 Twente) Director

Centre for Education Law and Policy

Joubert, H.J., BSc THED FDE PhD(Pret) Director

ACADEMIC INFORMATION SERVICE (Library)

Van Wyk, B.J. BA(Pret) HED(Pret) BBib(Hons) MIS(Pret)Head
Delpont, S., THED(PU for CHE) Dip in Special
Education(PU for CHE) Information Specialist
Olivier, E., BBib Ed(RAU) BBib(Hons)(Unisa) Information Specialist
Venter, A.C., BBib(PU for CHE) BBib (Hons)
BA(Hons)(Duits)(Pret) BA(Hons)(French)(Unisa)
BA(Hons)(Russian)(Unisa).....Information Specialist

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 programmes closes on 30 September except where it is indicated differently.

Selection

A selection procedure takes place prior to admission to:

- all undergraduate programmes (including certificate programmes); and
- all BEd(Hons), master's and doctoral programmes.

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.

Matriculation certificate

All undergraduate candidates who enrol at the University of Pretoria for the first time, must show their original matriculation certificate at the Student Administration office of their faculty before the end of the first semester.

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 module and any further level of that module 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, 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 module fees without prior notification.

Information literacy

The Academic Information Service is the library of the University of Pretoria. Information literacy courses are conducted by the information specialists. Please contact your information specialist for training.

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 module that is essential for a particular programme or package.

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

curriculum: a series of modules which form a programme, grouped together over a specified period of time and in a certain sequence according to the regulations.

elective module: a module 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 a student obtains for an examination in a module, 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 module, using a formula which is determined from time to time by means of regulations for every module with the proviso that should no semester/year mark be required in a module, the examination mark serves as the final mark.

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

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

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

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

module: An independent, defined learning unit, designed to result in a specific set of learning outcomes, and which is a component of a programme.

package: a group of modules 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, 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: a regulation compiled by the dean concerning the admission of students to a specific school, which includes a provision regarding the selection process.

semester/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 module.

syllabus: summary of the contents of a module.

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

year module: a module that extends over one year.

REGULATIONS AND CURRICULA

The rules for degrees and certificates here published are subject to change and may be amended prior to the commencement of the academic year in 2006.

1. Admission to undergraduate study (See General Regulations UP G.1 – G.15)

1.1 General

1.1.1 To register for a first bachelor's degree at this University, a candidate must in addition to the required grade 12 exemption certificate, comply with the specific admission requirements for particular modules (see requirements for admission E1. (h)) 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 an academic literacy test. Based on the results of this test, the student will be enrolled in academic literacy modules that have to be passed before the degree will be awarded.

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.

Note: A conditional exemption certificate does not grant admission to bachelor's study. Candidates are advised to contact the student administration of a specific faculty in this regard.

1.1.3 The Senate may limit the number of students allowed to register for a module/ programme, 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 modules he or she intends taking in that particular year (whether these be first-semester, second-semester or year modules). Changes to the chosen curriculum may be made at the beginning of the second semester with the Dean's approval. A student may also only register for modules that will fit in the lecture, test and examination timetables.

3. **Module 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 modules 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 module "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**

Excluding cases where faculty regulations require a higher percentage, a subminimum of 40% is required in the examination in each module. A final mark of at least 50% is required to pass a module. The pass mark for dissertations of limited scope is at least 50%. The stipulations of G.60.2.1.2(a) regarding requirements for dissertations apply mutatis mutandis to dissertations of limited scope.

4.1 **Examinations**

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

4.2 **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 module.

4.3 **Re-marking 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 re-marking of the examination paper within 14 calendar days after commencement of lectures in the next semester. The prescribed fee has to be paid. The paper will then be re-marked by an examiner appointed by the head of department concerned.

4.4 **Supplementary examinations**

(a) Supplementary examinations in first-semester modules take place after the May/June examinations, while those in second-semester and year modules take place after the October/November examinations.

(b) Subject to other faculty regulations, a student may be admitted to a supplementary examination in a module, in cases where

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

- examination section of the module or divisions thereof has not been obtained.
- (c) If the module in which a final mark of between 40% and 49% has been obtained, is a first-semester module at 100 level, a supplementary examination must be granted.
 - (d) Subject to other faculty regulations, a student must obtain a final mark of at least 50% in order to pass a supplementary examination. The semester or year mark is not taken into account and the supplementary mark is the final mark.
 - (e) The highest final mark that may be awarded to a student in a supplementary examination is 50%.
 - (f) Special supplementary examinations are not arranged for students who are unable to write the examination at the times scheduled for supplementary examinations.

5. Promotion

In terms of the stipulations of General Regulation G.10.3; students can be promoted in Education 161, 162, 163, 164, 261, 262, 263 and 264 if a semester mark of at least 65% has been obtained in each module 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 361, 362, 363 and 364.

6. Renewal of registration

- (a) Students of the University are registered for one year of study, or for a shorter period determined in general or in specific cases by the Council. After a year or period of study has expired, students wishing to continue their studies at the University must renew their registration and pay such fees for renewal of registration as are prescribed by the Council from time to time.
- (b) Re-registration is permitted only
 - in the case of full-time students, if the student has passed at least the equivalent of four semester modules in a particular year of study, and, in the case of telematic tuition students, and students who follow an approved extended study programme, if they have passed at least the equivalent of two semester modules – with the proviso that faculty boards may stipulate other requirements for progress that students must comply with in order to be readmitted;
 - in the case of full-time students, if the student completes the degree for which he or she is still registered within the prescribed minimum period plus two years and, in the case of after-hours students, telematic-tuition students and students who follow an approved extended study programme, if such students still complete their studies within the prescribed minimum period plus three years: with the proviso that faculty boards may stipulate other requirements for progress that students must comply with in order to be readmitted.
- (c) A student who does not comply with the requirements in G.3.2 and who seeks re-admission to the faculty, may submit a written request to the dean that his or her application for re-admission to the faculty be considered in terms of the set procedure.
- (d) Regulation G.3.2 is mutatis mutandis applicable to students from other tertiary institutions who register at the University.

DEGREES, DIPLOMAS AND CERTIFICATES CONFERRED OR AWARDED IN THE FACULTY OF EDUCATION
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UNDERGRADUATE PROGRAMMES

E.1 BACCALAUREUS EDUCATIONIS(BED)
(a) Requirements for admission until 2008 (remain as it is stipulated in the yearbook)
(i) Matriculation exemption

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

Unconditional admission.

(ii) Matriculation exemption

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

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

(b) Requirements for Admission from 2009

- (i) As from 2009 the current matriculation exemption requirement to be admitted to tertiary study will be replaced by the new NSC (National Senior Certificate)(General). Learners in Grade 10 must choose subjects accordingly from 2006 in order to admit them into tertiary studies.

To be admitted to undergraduate study in the Faculty of Education, candidates must submit a NSC(General) with matriculation endorsement and comply with the following admission requirements of this faculty:

- a National Senior Certificate (NSC)(General) with matriculation endorsement
- Afrikaans or English

(c) Duration

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

(d) Promotion to fourth year of study

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

(e) Special examination in the Faculty of Education

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

(f) **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.

(g) **Degree with distinction: BEd (IP, SP and 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 elective modules on third-year level and an average of 75% in all the modules of Teaching Practice.

(h) **Degree with distinction: BEd (ECD and 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 all the modules in the field of specialisation and in one elective module on third-year level and an average of 75% in all the modules of Teaching Practice.

(i) **Module prerequisites**

(i) **Art 100 (JKU 100):** Art passed in grade 12 is required for admission to Art. Alternatively a portfolio of own art works needs to be submitted.
Art 200 (JKU 200): Art passed at 100 level.

(ii) **Chemistry (JCH 110) and Physics (JFK 110):** A pass in Physical Science HG(E)/SG(C) in grade 12 is required for admission. If a student fails two modules (in Physics or Chemistry) in succession, the student will not be allowed to register for any further module before the outstanding modules are passed.

(iii) **Computer Application Technology 100 (RTT 100):** A pass in Typing/Computotyping in grade 12 is required, otherwise Computer Application Technology 110, 120 must be taken.

(iv) **Computer Application Technology 120 (RTT 120):** A pass in RTT 110.

(v) **Computer studies (COS 151):** 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.

(vi) **Economic and Management Sciences:**
• **See page 26.**

(vii) **English (JEN 151, 152, 153, 154):** English (first language) HG(D)/English (Second language) HG(C) in grade 12.

(viii) **General Science: (JWT 114)** Mathematics (HG(E)/SG(D)) and/or Physical Science (HG(E)/SG(D)) is required for admission.

- (ix) **Human Movement Studies (JMB):** Only students who are water-skilled will be allowed to register for the module Human Movement Studies.
- (x) **Mathematics and General Mathematics:** A pass in Mathematics in grade 12, HG(E) or SG(D) is required for admission to Mathematics (JWS 110 and JWS 120) and General Mathematics (JAW 110 and JAW 120). If a student fails two modules in succession, the student will not be allowed to register for any further module in the subject before the outstanding modules are passed. Further requirements are set by die Department.
- (xi) **Music Education (JMO 108, 208 and 308):**
Exemption requirements for Music Education 108, 208 and 308: At least Grade 4 piano (Unisa or an equivalent qualification), or an exemption examination. To qualify for individual instruction at least a Grade 3 in piano completed.
- (xii) **Professional Studies JPS 120:** A final mark of 40% for JPS 110.
- (xiii) **Teaching Practice (JPO):**
Students:
- are required to pass JPO 280 before being admitted to JPO 380
 - are required to pass both JPO 280 and JPO 380 before being admitted to the fourth-year internship (JPO 452 and JPO 453),
 - are required to pass JPO 452 before being admitted to JPO 453,
 - are obliged to be placed in Pretoria schools for JPO 380 and JPO 452 in order to be assessed by University staff,
 - may not alter any placement.
- (xiv) **The following subjects may not be taken simultaneously:**
- General Mathematics and Mathematics
 - Music Education and Instrumental Music
 - Remedial Education, Guidance and Counselling and Learners with Special Education Needs.

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: Ms M Botha, Tel: 012 420 5525
e-mail address: m.botha@gk.up.ac.za

MODULE DESCRIPTION	MODULE CODE	CREDITS				PPW
		Y1	Y2	Y3	Y4	
FUNDAMENTAL MODULES						
Computer Literacy	CIL 111	4				2
Information Literacy	CIL 121	4				2
Academic Literacy	EOT 110, 120	12				2
Academic Skills	EAG 151	6				2
Fundamental Numeracy	JFG 120	6				2
Language across the Curriculum	JTK 200		12			1
	JTK 300			12		1
CORE MODULES						
Education	OPV 161, 162, 163, 164	24	40	60		3
	OPV 261, 262, 263, 264					3
	OPV 361, 362, 363, 364					4
Research Methodology	JNM 311, 321			12		2
	JNM 451, 454				24	2/4
Teaching Practice	JPO 280		6	6		
	JPO 380					
	JPO 452, 453					
First Aid	JNH 454				3	4
METHODOLOGY OF ELECTIVES (Optional) Choose 1 in accordance with your elective in Y3						
Methodology of Afrikaans	JMA 300			6		2
Methodology of Geography	JMG 310, 320			6		2
Methodology of History	JMH 300			6		2
Methodology of Religion Studies	JMF 300			6		2
Methodology of Music Education	JMM 300			6		2
Methodology of Biology	JMN 301			6		2
Methodology of General Science	JMN 304			6		2
Methodology of Art	JMK 301			6		2
Methodology of Mathematics	JMW 300			6		2
Methodology of General Mathematics	JMW 300			6		2
Methodology of Design and Technology	JMC 300			6		2
Methodology of English	JME 300			6		2
ELECTIVES						
ELECTIVE 1: FIELD OF SPECIALISATION (COMPULSORY)						
Foundation Phase Studies	JFP 110	6				2
ECD Studies	JVK 130	12				3
Resources and Material	JHM 120	6				2

Early Literacy	JGL 210		6			2
Literacy Programme	JGL 220		12			3
Learning Area: LLC	JLG 210		12			2
Human Movement Studies	JMB 230		6			2
Early Numeracy	JGS 220		6			2
Music Education	JMO 240		6			2
Art Education	JKO 310			6		2
Learning Area: NS	JLN 310			6		1
Learning Area: MLMMS	JLW 310			6		1
Health and Safety	JGV 320			6		2
Learning Area: Technology	JLT 320			6		1
Reception Year (Grade R)	JOJ 320			6		2
Numeracy Programme	JGS 310			12		3
Management of Programmes	JBA 451				6	2
Literacy Programme	JGL 451				6	2
Learning Area: LO, HSS and EMS	JLB 451				12	2
Life Skills Programme	JLP 451				12	3
Learners with Special Education Needs	JSN 451				12	2
Assessment	JAS 454				12	2
ELECTIVE 2 (Choose 1)						
ECD Studies or Special Needs Education	JVK 120, 210, 320, 454 JSN 120, 210, 320, 454	12 12	12 12	12 12	12 12	3/3/3/3 3/3/3/3
ELECTIVE 3: (Choose 1)						
BLOCK A						
Afrikaans	JAF 110, 120 JAF 210, 220 JAF 310, 320	20	20	24		2 2 2
Geography	JGF 111, 121 JGF 211, 221 JGF 311, 321	20	20	24		3 3 3
History	JGD 110, 120 JGD 210, 220 JGD 310, 320	20	20	24		2 2 2
Religion Studies	REL 151, 152, 153, 154 REL 210, 220 REL 310, 320	24	40	60		2 2 2
Music Education	JMO 101, 102, 103, 104/108 JMO 201, 202, 203, 204/208, 205, 206 JMO 301/308, 302, 303, 304	20	20	24		4 5 4
BLOCK B						
General Science	JWT 114, 124 JWT 214, 224 JWT 314, 324	20	20	24		4 4 4
Art	JKU 100, 105 JKG 200, JKU 201 JKG 300, JKU 301	20	20	24		4 6 8
BLOCK C						
Mathematics	JWS 110, 120 JWS 210, 220 JWS 310, 320	20	20	24		4 4 4

General Mathematics	JAW 110, 120	20	20	24	4
	JAW 210, 220				
	JAW 310, 320				
Design and Technology	JOT 151, 152, 120	20	20	24	4
	JOT 251, 252, 253, 254				
	JOT 310, 353, 354				
BLOCK E					
English	JEN 151, 152, 153, 154	20	20	24	2
	JEN 251, 252, 253, 254				
	JEN 351, 352, 353, 354				
Total number of credits per year		112/ 116	128/ 148	174/ 210	153

(ii) INTERMEDIATE PHASE (Code 09133020)

Package coordinator: Dr N Stoffels Tel: 012 420 5702
e-mail address: newton.stoffels@up.ac.za

MODULE DESCRIPTION	MODULE CODE	CREDITS				PPW
		Y1	Y2	Y3	Y4	
FUNDAMENTAL MODULES						
Computer Literacy	CIL 111	4				2
Information Literacy	CIL 121	4				2
Academic Literacy	EOT 110, 120	12				2
Academic Skills	EAG 151	6				2
Fundamental Numeracy	JFG 120	6				2
Language across the Curriculum	JTK 200		12			1
	JTK 300			12		1
CORE MODULES						
Education	OPV 161, 162, 163, 164	24	40	60		3
	OPV 261, 262, 263, 264					3
	OPV 361, 362, 363, 364					4
Research Methodology	JNM 311, 321			12		2
	JNM 451, 454				24	3/2
Teaching Practice	JPO 280		6	6	42	
	JPO 380					
	JPO 452, 453					
Professional Studies	JPS 110, 120	6				1
Ubuntu	AFT 253		3			1
Religion Studies	JRE 252		3			1
Cross-curricular	JLV 253		3			1
Reading Skills						
Environmental Education	JOO 254		3			1
Teacher as Assessor	JAS 451				9	2
Professional Ethics	JPE 454				9	2
School Organisation and Administration	JOA 451				9	3
First Aid	JNH 454				3	4
METHODOLOGY OF ELECTIVES						
(Choose 3 in accordance with the electives in Y3)						
Methodology of Afrikaans	JMA 300			6		2
Methodology of Geography	JMG 310, 320			6		2
Methodology of History	JMH 300			6		2

Methodology of Religion Studies	JMF 300			6		2
Methodology of Music Education	JMM 300			6		1
Methodology of General Science	JMN 304			6		2
Methodology of Art	JMK 301			6		2
Methodology of Mathematics	JMW 300			6		2
Methodology of General Mathematics	JMW 300			6		2
Methodology of Design and Technology	JMC 300			6		2
Methodology of Computer Science (IT)	JMR 300			6		2
Methodology of Remedial Education	JMQ 300			6		2
Methodology of Human Movement Studies	JML 300			6		1
Methodology of English	JME 300			6		2
Methodology of Computer Applications Technology	JMI 300			6		2
METHODOLOGY OF LEARNING AREAS						
Choose 2 in accordance with the electives in Y2 which must also be taken in Y4						
Languages	JLL 251, 451			6	12	2/3
Human and Social Sciences	JLM 251, 451			6	12	2/3
Mathematics	JLW 252, 451			6	12	2/3
Economic and Management Sciences	JLE 252, 451			6	12	2/3
Natural Sciences	JLS 253, 451			6	12	2/3
Arts, Culture and Drama	JLK 253, 451			6	12	2/3
Life Orientation	JLO 254, 451			6	12	2/3
Technology	JLT 254, 451			6	12	2/3
ELECTIVES						
Choose 3 of which Remedial Education is compulsory. Choose only 1 per block.						
BLOCK A						
Afrikaans	JAF 110, 120 JAF 210, 220 JAF 310, 320	20	20	24		2 2 2
Geography	JGF 111, 121 JGF 211, 221 JGF 311, 321	20	20	24		3 3 3
History	JGD 110, 120 JGD 210, 220 JGD 310, 320	20	20	24		2 2 2
Religion Studies	REL 151, 152, 153, 154 REL 210, 220 REL 310, 320	24	40	60		2 2 2
Music Education	JMO 101, 102, 103, 104/108 JMO 201, 202, 203, 204/208, 205, 206 JMO 301/308, 302, 303, 304	20	20	24		4 5 4
BLOCK B						
General Science	JWT 114, 124 JWT 214, 224 JWT 314, 324	20	20	24		4 4 4

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Art	JKU 100, 105 JKG 200, JKU 201 JKG 300, JKU 301	20	20	24	4 6 8
Mathematics	JWS 110, 120 JWS 210, 220 JWS 310, 320	20	20	24	4 4 4
BLOCK C					
Mathematics	JWS 110, 120 JWS 210, 220 JWS 310, 320	20	20	24	4 4 4
General Mathematics	JAW 110, 120 JAW 210, 220 JAW 310, 320	20	20	24	4 4 4
Design and Technology	JOT 151, 152, 120 JOT 251, 252, 253, 254 JOT 310, 353, 354	20	20	24	4 4 4
Computer Science (Information Technology)	COS 151, INF 154, INF 165 INF 273, JIT 210 JIT 310, 320	20	20	24	4 4 4
Computer Application Technology	RTT 100 (With grade 12 typing)	20			4
Remedial Education	JRO 101 JRO 200 JRO 300	20	20	24	2 2 2
BLOCK D					
Remedial Education	JRO 101 JRO 200 JRO 300	20	20	24	2 2 2
Human Movement Studies	JMB 110, 111, 120, 121 JMB 210, 211, 220, 221 JMB 310, 311, 320, 321	20	20	24	4 4 4
BLOCK E					
English	JEN 151, 152, 153, 154 JEN 251, 252, 253, 254 JEN 351, 352, 353, 354	20	20	24	2 2 2
BLOCK F					
Computer Application Technology	RTT 110, 120 (Without grade 12 typing) RTT 200 RTT 300	20	20	24	5 4 4
Total number of credits per year		122/ 126	142/ 162	180/ 216	120

(iii) SENIOR PHASE (Code 09133030)

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

MODULE DESCRIPTION	MODULE CODE	CREDITS				PPW
		Y1	Y2	Y3	Y4	
FUNDAMENTAL MODULES						
Computer Literacy	CIL 111	4				2
Information Literacy	CIL 121	4				2
Academic Literacy	EOT 110, 120	12				2
Academic Skills	EAG 151	6				2

Fundamental Numeracy	JFG 120	6				2
Language across the Curriculum	JTK 200 JTK 300		12		12	1 1
CORE MODULES						
Education	OPV 161, 162, 163, 164 OPV 261, 262, 263, 264 OPV 361, 362, 363, 364	24	40		60	3 3 4
Research Methodology	JNM 311, 321 JNM 451, 454				12 24	2 3/2
Teaching Practice	JPO 280 JPO 380 JPO 452, 453		6		6 42	
Professional Studies	JPS 110, 120	6				1
Ubuntu	AFT 253		3			1
Religious Studies	JRE 252		3			1
Cross-Curricular Reading Skills	JLV 253		3			1
Environmental Education	JOO 254		3			1
Teacher as Assessor	JAS 451				9	2
Professional Ethics	JPE 454				9	2
School Organisation and Administration	JOA 451				9	3
First Aid	JNH 454				3	4
METHODOLOGY OF LEARNING AREAS						
Choose 2 in accordance with the electives in Y2 which must also be taken in Y4						
Languages	JLL 251, 451		6		12	2/3
Human and Social Sciences	JLM 251, 451		6		12	2/3
Mathematics	JLW 252, 451		6		12	2/3
Economic and Management Sciences	JLE 252, 451		6		12	2/3
Natural Sciences	JLS 253, 451		6		12	2/3
Arts, Culture en Drama	JLK 253, 451		6		12	2/3
Life Orientation	JLO 254, 451		6		12	2/3
Technology	JLT 254, 451		6		12	2/3
METHODOLOGY OF ELECTIVES						
Choose 3 in accordance with the electives in Y3						
Methodology of Sport Management	JMS 300				6	2
Methodology of Afrikaans	JMA 300				6	2
Methodology of Geography	JMG 310, 320				6	2
Methodology of History	JMH 300				6	2
Methodology of Religion Studies	JMF 300				6	2
Methodology of Music Education	JMM 300				6	2
Methodology of Technical Drawings	JMT 304				6	2
Methodology of General Science	JMN 304				6	2
Methodology of Art	JMK 301				6	2
Methodology of Mathematics	JMW 300				6	2

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Methodology of General Mathematics	JMW 300			6		2
Methodology of Design and Technology	JMC 300			6		2
Methodology of Computer Science (IT)	JMR 300			6		2
Methodology of Remedial Education	JMQ 300			6		2
Methodology of Guidance and Counselling	JMV 300			6		2
Methodology of Human Movement Studies	JML 300			6		2
Methodology of English	JME 300			6		2
Methodology of Computer Application Technology	JMI 300			6		2
ELECTIVES						
Choose 3 of which at least one should be Mathematics, General Mathematics, General Science or Design and Technology. Choose only one per block.						
BLOCK A						
Afrikaans	JAF 110, 120 JAF 210, 220 JAF 310, 320	20	20	24		2 2 2
Geography	JGF 111, 121 JGF 211, 221 JGF 311, 321	20	20	24		3 3 3
History	JGD 110, 120 JGD 210, 220 JGD 310, 320	20	20	24		2 2 2
Religion Studies	REL 151, 152, 153, 154 REL 210, 220 REL 310, 320	24	40	60		2 2 2
Sport Management	JSB 110, 120 JSB 210, 220 JSB 310, 320	20	20	24		3 3 3
Music Education	JMO 101, 102, 103, 104/108 JMO 201, 202, 203, 204/208, 205, 206 JMO 301/308, 302, 303, 304	20	20	24		4 5 4
BLOCK B						
Technical Drawings	JTT 110, 120 JTT 210, 220 JTT 310, 320	20	20	24		4 4 4
General Science	JWT 114, 124 JWT 214, 224 JWT 314, 324	20	20	24		4 4 4
Art	JKU 100, 105 JKG 200, JKU 201 JKG 300, JKU 301	20	20	24		4 6 8
Mathematics	JWS 110, 120 JWS 210, 220 JWS 310, 320	20	20	24		4 4 4
BLOCK C						
Mathematics	JWS 110, 120 JWS 210, 220 JWS 310, 320	20	20	24		4 4 4

General Mathematics	JAW 110, 120 JAW 210, 220 JAW 310, 320	20	20	24	4 4 4
Design and Technology	JOT 151, 152, 120 JOT 251, 252, 253, 254 JOT 310, 353, 354	20	20	24	4 4 4
Computer Science (Information Technology)	COS 151, INF 154, INF 165 INF 273, JIT 210 JIT 310, 320	20	20	24	4 4 4
Computer Application Technology	RTT 100 (With grade 12 Typing)	20			4
BLOCK D					
Remedial Education	JRO 101 JRO 200 JRO 300	20	20	24	2 2 2
Human Movement Studies	JMB 110, 111, 120, 121 JMB 210, 211, 220, 221 JMB 310, 311, 320, 321	20	20	24	4 4 4
Guidance and Counselling	JVB 110, 120 JVB 200 JVB 300	20	20	24	2 2 2
BLOCK E					
English	JEN 151, 152, 153, 154 JEN 251, 252, 253, 254 JEN 351, 352, 353, 354	20	20	24	2 2 2
BLOCK F					
Computer Application Technology	RTT 110, 120 (without grade 12 Typing) RTT 200 RTT 300	20	20	24	5 4 4
Total number of credits per year		122/ 126	142/ 162	180/ 216	120

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

Package coordinator: Mrs AC Niemann, Tel: 012 420 5523
e-mail address: alta.niemann@up.ac.za

MODULE DESCRIPTION	MODULE CODE	CREDITS				PPW
		Y1	Y2	Y3	Y4	
FUNDAMENTAL MODULES						
Computer Literacy	CIL 111	4				2
Information Literacy	CIL 121	4				2
Academic Literacy	EOT 110, 120	12				2
Academic Skills	EAG 151	6				2
Fundamental Numeracy	JFG 120	6				2
Language across the Curriculum	JTK 200 JTK 300		12	12		1 1
CORE MODULES						
Education	OPV 161, 162, 163, 164 OPV 261, 262, 263, 264 OPV 361, 362, 363, 364	24	40	60		3 3 4
Research Methodology	JNM 311, 321 JNM 451, 454			12	24	2 3/2
Teaching Practice	JPO 280 JPO 380 JPO 452, 453		6	6	42	
Professional Studies	JPS 110, 120	6				1

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Ubuntu	AFT 253		3		1
Religious Studies	JRE 252		3		1
Cross-curricular Reading Skills	JLV 253		3		1
Environmental Education	JOO 254		3		1
Teacher as Assessor	JAS 451			9	2
Professional Ethics	JPE 454			9	2
School Organisation and Administration	JOA 451			9	3
First Aid	JNH 454			3	4
METHODOLOGY OF LEARNING AREAS					
Choose 2 in accordance with the electives in Y2 which must also be taken in Y4					
Languages	JLL 251, 451		6	12	2/3
Human and Social Sciences	JLM 251, 451		6	12	2/3
Mathematics	JLW 252, 451		6	12	2/3
Economic and Management Sciences	JLE 252, 451		6	12	2/3
Natural Sciences	JLS 253, 451		6	12	2/3
Arts, Culture en Drama	JLK 253, 451		6	12	2/3
Life Orientation	JLO 254, 451		6	12	2/3
Technology	JLT 254, 451		6	12	2/3
METHODOLOGY OF ELECTIVES					
Choose 3 in accordance with the electives in Y3					
Methodology of Afrikaans	JMA 300			6	2
Methodology of Geography	JMG 310, 320			6	2
Methodology of History	JMH 300			6	2
Methodology of Religion Studies	JMF 300			6	2
Methodology of Music Education	JMM 300			6	1
Methodology of Technical Drawings	JMT 304			6	2
Methodology of Sport Management	JMS 300			6	2
Methodology of General Science	JMN 304			6	2
Methodology of Art	JMK 301			6	2
Methodology of Mathematics	JMW 300			6	2
Methodology of General Mathematics	JMW 300			6	2
Methodology of Design and Technology	JMC 300			6	2
Methodology of Computer Science	JMR 300			6	2
Methodology of Remedial Education	JMQ 300			6	2
Methodology of Human Movement Studies	JML 300			6	1
Methodology of English	JME 300			6	2
Methodology of Computer Application Technology	JMI 300			6	2

ELECTIVES						
Choose 3 of which at least 2 should be offered on *grade 12/level.						
Choose only 1 per block.						
BLOCK A						
*Afrikaans	JAF 110, 120 JAF 210, 220 JAF 310, 320	20	20	24	2	2
*Geography	JGF 111, 121 JGF 211, 221 JGF 311, 321	20	20	24	3	3
*History	JGD 110, 120 JGD 210, 220 JGD 310, 320	20	20	24	2	2
Religion Studies	REL 151, 152, 153, 154 REL 210, 220 REL 310, 320	24	40	60	2	2
Sport Management	JSB 110, 120 JSB 210, 220 JSB 310, 320	20	20	24	3	3
Music Education	JMO 101, 102, 103, 104/108 JMO 201, 202, 203, 204/208, 205, 206 JMO 301/308, 302, 303, 304	20	20	24	4	5
BLOCK B						
*Technical Drawings	JTT 110, 120 JTT 210, 220 JTT 310, 320	20	20	24	4	4
General Science	JWT 114, 124 JWT 214, 224 JWT 314, 324	20	20	24	4	4
*Art	JKU 100, 105 JKG 200, JKU 201 JKG 300, JKU 301	20	20	24	4	6
*Mathematics	JWS 110, 120 JWS 210, 220 JWS 310, 320	20	20	24	4	4
BLOCK C						
*Mathematics	JWS 110, 120 JWS 210, 220 JWS 310, 320	20	20	24	4	4
General Mathematics	JAW 110, 120 JAW 210, 220 JAW 310, 320	20	20	24	4	4
Design and Technology	JOT 151, 152, 120 JOT 251, 252, 253, 254 JOT 310, 353, 354	20	20	24	4	4
*Computer Science (Information Technology)	COS 151, INF 154, INF 165 INF 273, JIT 210 JIT 310, 320	20	20	24	4	4
*Computer Application Technology	RTT 100 (with grade 12 Typing)	20				4
BLOCK D						
Remedial Education	JRO 101 JRO 200 JRO 300	20	20	24	2	2
Human Movement Studies	JMB 110, 111, 120, 121 JMB 210, 211, 220, 221 JMB 310, 311, 320, 321	20	20	24	4	4

Guidance and Counselling	JVB 110, 120 JVB 200 JVB 300	20	20	24	2	2	2
BLOCK E							
*English	JEN 151, 152, 153, 154 JEN 251, 252, 253, 254 JEN 351, 352, 353, 354	20	20	24	2	2	2
BLOCK F							
*Computer Application Technology	RTT 110, 120 (without grade 12 typing) RTT 200 RTT 300	20	20	24	5	4	4
Total number of credits per year		122/ 126	142/ 162	180/ 216	126/ 120		

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

Package coordinator: Mr CA van der Walt, Tel: 012 420 5566
e-mail address: ca.vdwalt@gk.up.ac.za

MODULE DESCRIPTION	MODULE CODE	CREDITS				PPW
		Y1	Y2	Y3	Y4	
FUNDAMENTAL MODULES						
Computer Literacy	CIL 111	4				2
Information Literacy	CIL 121	4				2
Academic Literacy	EOT 110, 120	12				2
Academic Skills	EAG 151	6				2
Fundamental Numeracy	JFG 120	6				2
Language across the Curriculum	JTK 200 JTK 300		12	12		1 1
CORE MODULES						
Education	OPV 161, 162, 163, 164 OPV 261, 262, 263, 264 OPV 361, 362, 363, 364	24	40	60		3 3 4
Research Methodology	JNM 311, 321 JNM 451, 454			12	24	2 3/2
Teaching Practice	JPO 280 JPO 380 JPO 452, 453		6	6	42	
Professional Studies	JPS 110, 120	6				1
Ubuntu	AFT 253		3			1
Religious Studies	JRE 252		3			1
Cross-Curricular Reading Skills	JLV 253		3			1
Environmental Education	JOO 254		3			1
Teacher as Assessor	JAS 451				9	2
Professional Ethics	JPE 454				9	2
School Organisation and Administration	JOA 451				9	3
First Aid	JNH 454				3	4
METHODOLOGY OF LEARNING AREAS						
Choose 2 in Year 2 which must also be taken in Year 4.						
The Methodology of Economic and Management Sciences is compulsory.						
Languages	JLL 251, 451		6		12	2/3

Human and Social Sciences	JLM 251, 451		6		12	2/3
Mathematics	JLW 252, 451		6		12	2/3
Economic and Management Sciences	JLE 252, 451		6		12	2/3
Natural Sciences	JLS 253, 451		6		12	2/3
Arts, Culture and Drama	JLK 253, 451		6		12	2/3
Life Orientation	JLO 254, 451		6		12	2/3
Technology	JLT 254, 451		6		12	2/3
METHODOLOGY OF ELECTIVES						
Choose 1 in accordance with the elective in Year 3.						
Methodology of Economics	JMD 301			6		2
Methodology of Computer Application Technology	JMI 300			6		2
Methodology of Financial Accounting	JMD 303			6		2
Methodology of Business Management	JMD 305			6		2
Methodology of Tourism Management	JMD 306			6		2
ELECTIVES						
Choose 3 on first-year level 2 on second-year level of which only 1 should be presented on third-year level.						
Economics	EKN 110, 120 EKN 214, 224	20	32			3 3
Entrepreneurship	OBS 113, 123 OBS 213, 223 OBS 313, 323	20	32	40		3 3 3
Financial Accounting	FRK 111, 121, INF 181 FRK 211, 221	25	36			4 4
* Business Law	BER 210, 220		32			3
Business Management	OBS 110, 120 OBS 210, 220 OBS 310, 320	20	32	40		3 3 3
Tourism Management	TBE 110, 120, 190, 191 TBE 210, 220, 290 or 291, 292 or 293 TBE 310, 320, 390 or 391 and 394	20	32		40	4 4 4
BLOCK C						
Computer Application Technology	RTT 100 (With grade 12 Typing)	20				4
BLOCK F						
Computer Application Technology	RTT 110, 120 (without grade 12 Typing) RTT 200 RTT 300	20	20	24		5 4 4
Total number of credits per year		122/ 127	134/ 154	120/ 136	120	

All second and third-year elective modules are presented on Main Campus, except RTT (Computer Application Technology).

*Business Law can only be taken in the second year.

Computer Application Technology will only be recognised for degree purposes if passed on to 300 level.

Module prerequisites:

- (a) **Economics 120:** Mathematics passed in grade 12, HG(E)/SG(D), or Statistics STK 113 and STK 123 passed. Statistics is only presented at the Main Campus.
Economics 110 = 40%
- (b) **Economics 214:** Economics 110 = 40%, Economics 120 = 40%, Statistics 110 and 120 = 40%
- (c) **Economics 224:** Economics 110 passed, Statistics 110 passed and Economics 214 = 40%
- (d) **Financial Accounting 121:** FRK 111 final mark = 40%
- (e) **Financial Accounting 181:** FRK 111 final mark = 40%
- (f) **Financial Accounting 210, 220, 310, 320:** OBS 110 or OBS 120 passed with a Mathematics passed in Grade 12, HG(E)/ SG(D).
- (g) **Financial Accounting 221:** FRK 211 final mark = 40% "FRK 111 and FRK 121 will only be recognised for degree purposes if INF 181 is passed"
- (h) **Business Management 120:** OBS 110 final mark = 40%
- (i) **Business Management 210, 220, 310, 320:** OBS 110 or OBS 120 passed with a final mark of 40% for the other module.
- (j) **Entrepreneurship 123:** OBS 113 = 40%
- (k) **Entrepreneurship 213:** OBS 113 or OBS 123 passed with a final mark of 40% for the other module.
- (l) **Entrepreneurship 223:** OBS 213 = 40%.
- (m) **Entrepreneurship 313:** OBS 113, 123, 213, 223 = 40%
- (n) **Entrepreneurship 323:** OBS 313 = 40%
- (o) **Statistics 110 and 120:** Mathematics passed in grade 12, HG(D)/SG(C)
- (p) **Tourism Management 120:** TBE 110 final mark = 40%
- (q) **Tourism Management 210 and 220:** TBE 110 and TBE 120 final mark = 40%
- (r) **Tourism Management 310 and 320:** TBE 110 and TBE 120 passed.

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

Mrs A. Botha, Tel: 012 420 5622

e-mail address: a.botha@gk.up.ac.za

MODULE DESCRIPTION	MODULE CODE	CREDITS				PPW
		Y1	Y2	Y3	Y4	
Computer Literacy	CIL 111	4				2
Information Literacy	CIL 121	4				2
Academic Literacy	EOT 110, 120	12				2
Academic Skills	EAG 151	6				2
Fundamental Numeracy	JFG 120	6				2
Language across the Curriculum	JTK 200		12			1
	JTK 300			12		1
CORE MODULES						
Education	OPV 161, 162, 163, 164	24				3
	OPV 261, 262, 263, 264		40			3
	OPV 361, 362, 363, 364			60		4
Research Methodology	JNM 311, 321			12		2
	JNM 451, 454				24	3/2
Teaching Practice	JPO 280		6			
	JPO 380			6		
	JPO 452, 453				42	
Professional Studies	JPS 110, 120	6				1
Ubuntu	AFT 253		3			1

Religious Studies	JRE 252		3			1
Cross-Curricular Reading Skills	JLV 253		3			1
Environmental Education	JOO 254		3			1
Teacher as Assessor	JAS 451				9	2
Professional Ethics	JPE 454				9	2
School Organisation and Administration	JOA 451				9	3
First Aid	JNH 454				3	4
METHODOLOGY OF LEARNING AREAS						
Choose 2 in accordance with the electives in Y2 which must also be taken in Y4						
Languages	JLL 251, 451		6		12	2/3
Human and Social Sciences	JLM 251, 451		6		12	2/3
Mathematics	JLW 252, 451		6		12	2/3
Economic and Management Sciences	JLE 252, 451		6		12	2/3
Natural Sciences	JLS 253, 451		6		12	2/3
Arts, Culture and Drama	JLK 253, 451		6		12	2/3
Life Orientation	JLO 254, 451		6		12	2/3
Technology	JLT 254, 451		6		12	2/3
METHODOLOGY OF ELECTIVES						
Choose 3 in accordance with the electives in Y3						
Methodology of Sport Management	JMS 300			6		2
Methodology of Technical Drawings	JMT 304			6		2
Methodology of General Science	JMN 304			6		2
Methodology of Mathematics	JMW 300			6		2
Methodology of General Mathematics	JMW 300			6		2
Methodology of Design and Technology	JMC 300			6		2
Methodology of Computer Science	JMR 300			6		2
Methodology of Human Movement Studies	JML 300			6		1
Methodology of English	JME 300			6		2
Methodology of Computer Application Technology	JMI 300			6		2
ELECTIVES						
Choose 3 of which Sport Management and Human Movement Studies are compulsory.						
Choose only 1 per block.						
BLOCK A						
Sport Management	JSB 110, 120 JSB 210, 220 JSB 310, 320	20	20	24		3 3 3
BLOCK B						
Technical Drawings	JTT 110, 120 JTT 210, 220 JTT 310, 320	20	20	24		4 4 4

Education 2006

General Science	JWT 114, 124 JWT 214, 224 JWT 314, 324	20	20	24	4 4 4
Mathematics	JWS 110, 120 JWS 210, 220 JWS 310, 320	20	20	24	4 4 4
BLOCK C					
Mathematics	JWS 110, 120 JWS 210, 220 JWS 310, 320	20	20	24	4 4 4
General Mathematics	JAW 110, 120 JAW 210, 220 JAW 310, 320	20	20	24	4 4 4
Design and Technology	JOT 151, 152, 120 JOT 251, 252, 253, 254 JOT 310, 353, 354	20	20	24	4 4 4
Computer Science (Information Technology)	COS 151, INF 154, INF 165 INF 273, JIT 210 JIT 310, 320	20	20	24	4 4 4
Computer Application Technology	RTT 100 (With grade 12 Typing)	20			4
BLOCK D					
Human Movement Studies	JMB 110, 111, 120, 121 JMB 210, 211, 220, 221 JMB 310, 311, 320, 321	20	20	24	4 4 4
BLOCK E					
English	JEN 151, 152, 153, 154 JEN 251, 252, 253, 254 JEN 351, 352, 353, 354	20	20	24	2 2 2
BLOCK F					
Computer Application Technology	RTT 110, 120 (without grade 12 Typing) RTT 200 RTT 300	20	20	24	5 4 4
Total number of credits per year		122	142	180	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

MODULE DESCRIPTION	MODULE CODE	CREDITS				PPW
		Y1	Y2	Y3	Y4	
FUNDAMENTAL MODULES						
Computer Literacy	CIL 111	4				2
Information Literacy	CIL 121	4				2
Academic Literacy	EOT 110, 120	12				2
Academic Skills	EAG 151	6				2
Fundamental Numeracy	JFG 120	6				2
Language across the Curriculum	JTK 200 JTK 300		12	12		1 1
CORE MODULES						
Education	OPV 161, 162, 163, 164 OPV 261, 262, 263, 264 OPV 361, 362, 363, 364	24	40	60		3 3 4
Research Methodology	JNM 311, 321 JNM 451, 454			12	24	2 3/2

Teaching Practice	JPO 280 JPO 380 JPO 452, 453		6	6	42	
Professional Studies	JPS 110, 120	6				1
Ubuntu	AFT 253		3			1
Religious Studies	JRE 252		3			1
Cross-Curricular Reading Skills	JLV 253		3			1
Environmental Education	JOO 254		3			1
Teacher as Assessor	JAS 451				9	2
Professional Ethics	JPE 454				9	2
School Organisation and Administration	JOA 451				9	3
First Aid	JNH 454				3	4
METHODOLOGY OF LEARNING AREAS						
Choose 2 in accordance with the electives in Y2 which must also be taken in Y4						
The learning area of Natural Science is compulsory.						
Languages	JLL 251, 451		6		12	2/3
Human and Social Sciences	JLM 251, 451		6		12	2/3
Mathematics	JLW 252, 451		6		12	2/3
Economic and Management Sciences	JLE 252, 451		6		12	2/3
Natural Sciences	JLS 253, 451		6		12	2/3
Arts, Culture and Drama	JLK 253, 451		6		12	2/3
Life Orientation	JLO 254, 451		6		12	2/3
Technology	JLT 254, 451		6		12	2/3
METHODOLOGY OF ELECTIVES						
Choose 3 in accordance with the electives in Y3						
Methodology of Zoology	JMN 307			6		2
Methodology of Technical Drawings	JMT 304			6		2
Methodology of General Science	JMN 304			6		2
Methodology of Mathematics	JMW 300			6		2
Methodology of General Mathematics	JMW 300			6		2
Methodology of Design and Technology	JMC 300			6		2
Methodology of Computer Science	JMR 300			6		2
Methodology of Physics	JMN 306			6		2
Methodology of Botany	JMN 308			6		2
Methodology of Chemistry	JMN 305			6		2
Methodology of English	JME 300			6		2
Methodology of Computer Application Technology	JMI 300			6		2

ELECTIVES						
Choose 3 of which Physics/Chemistry or Botany/Zoology represent 2 of the 3 electives.						
Choose only one per block.						
BLOCK A						
Afrikaans	JAF 110, 120 JAF 210, 220 JAF 310, 320	20	20	24		2 2 2 4
Zoology	JDK 110, 120 JDK 210, 220 JDK 310, 320	20	20	24		2 4 4
BLOCK B						
Technical Drawings	JTT 110, 120 JTT 210, 220 JTT 310, 320	20	20	24		4 4 4 4
General Science	JWT 114, 124 JWT 214, 224 JWT 314, 324	20	20	24		4 4 4 4
Mathematics	JWS 110, 120 JWS 210, 220 JWS 310, 320	20	20	24		4 4 4 4
BLOCK C						
Mathematics	JWS 110, 120 JWS 210, 220 JWS 310, 320	20	20	24		4 4 4 4
General Mathematics	JAW 110, 120 JAW 210, 220 JAW 310, 320	20	20	24		4 4 4 4
Design and Technology	JOT 151, 152, 120 JOT 251, 252, 253, 254 JOT 310, 353, 354	20	20	24		4 4 4 4
Computer Science (Information Technology)	COS 151, INF 154, INF 165 INF 273, JIT 210 JIT 310, 320	20	20	24		4 4 4 4
Computer Application Technology	RTT 100 (With grade 12 Typing)	20				4
BLOCK D						
Physics	JFK 110, 120 JFK 210, 220 JFK 310, 320	20	20	24		4 4 4 4
Botany	JPK 110, 120 JPK 210, 220 JPK 310, 320	20	20	24		4 4 4 4
BLOCK E						
Chemistry	JCH 110, 120 JCH 210, 220 JCH 310, 320	20	20	24		4 4 4 4
English	JEN 151, 152, 153, 154 JEN 251, 252, 253, 254 JEN 351, 352, 353, 354	20	20	24		2 2 2 2
BLOCK F						
Computer Application Technology	RTT 110, 120 (without grade 12 Typing) RTT 200 RTT 300	20	20	24		5 4 4
Total number of credits per year		122	142	180	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 experience. In this case the certificate will not be acknowledged for educational purposes.

(b) Duration

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 modules 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 modules 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	Social Context of Education	COE 430	10
	Professional Development	PFO 430	10
	Introduction to Research	NME 430	10
	Foundation of OBE	FOB 420	10
Core modules	Learning Programme Design	LPD 430	10
	Quality Assurance in OBE	QAO 410	10
	Assessment: Designing and Development	ADD 430	10
	Assessment: Moderation	AMD 430	10
	Assessment: Evaluation	AEV 430	10
	Assessment: Planning and preparation	APG 430	10

Elective modules	Choose two of the following		
	Computer-integrated Assessment	CIA 420	10
	Science Education Assessment	WOA 420	10
	Assessment in Language Education	ATO 410	10
	Assessment in Soc. Science Education	ASE 420	10
	Assessment in Mathematics Education	AWO 410	10

(ii) COMPUTER-INTEGRATED EDUCATION (Code 09121110)**Package coordinator:** Prof M J Kühn, Tel: 012 420 2883

e-mail: tinus.kuhn@up.ac.za

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

Modules	Year 1	Credits	Year 2	Credits
	Number		Number	
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 420	10
	E-learning	CEL 452	10
	Information Systems	CIS 452	10
	Financial Management	CFM 452	10
	Managing Extramural Activities	CME 452	10
	Multimedia	CMM 452	10
Elective modules	None		

(iii) 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	Credits	Year 2	Credits
	Number		Number	
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		

(iv) EDUCATION MANAGEMENT (Code 09121170)

Package coordinator: Dr I J Prinsloo, Tel: 012 420 5591
e-mail: ijprinsloo@gk.up.ac.za

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

	Year 1		Year 2	
Modules	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		

(v) INCLUSION OF LEARNERS WITH SEVERE DISABILITIES (Code 09121155)

Package coordinator: Mrs RG Madiba, Tel: 012 420 4727
e-mail: gloria.madiba@up.ac.za

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

	Year 1		Year 2	
Modules	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		

(vi) 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 Programmes	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		

(vii) SPECIAL NEEDS EDUCATION (Code 09121180)

Package coordinator: Ms M Finestone Tel: 012 420 5510

e-mail: michelle.finestone@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	Theoretical Framework for Learning Support	LMP 401	20
	Classroom-based Assessment	ASS 401	20
	Practical Experience	PRE 402	20
	Learners with Problems	LMP 402	20
	Learning Support Programmes	LGS 402	20
Elective modules	None		

POSTGRADUATE PROGRAMMES

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**

A Bachelor's degree.

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, Science 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 preferably 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. Students who do not pass the test, will have to enroll for and pass specified computer literacy modules.

(c) **Duration**

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

(d) **Special examination in the Faculty of Education**

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

(e) **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 via the Web and/or contact sessions.

(f) **Professional portfolio**

At the end of the year, students will have to present a 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.

(g) **Assessment**

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

(h) **Certificate with distinction**

The certificate will be awarded with distinction to a student who obtained 75% in the Professional Portfolio presentation **as well as** the field of specialisation and **an average of 75%** in the other modules.

(i) **The programme:**

Package coordinator: Prof J Viljoen, Tel: 012 420 2077
e-mail: jviljoen@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	ECD 401	24
	Numeracy	ECD 402	24
	Life Skills	ECD 403	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 programme.
- (iv) Students who don't comply with the admission requirements may follow the "recognition of prior learning (RPL)" route by submitting a portfolio containing a record of their work-related experience. This portfolio has to be compiled in liaison with the programme manager and submitted with the application before the closing date.

(b) Duration

The programme 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, followed by evening classes every fortnight.

(c) Special examination in the Faculty of Education

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

(d) 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.

(e) The programme:

POSTGRADUATE CERTIFICATE IN HIGHER EDUCATION (Code 09227050)

Package coordinator: Dr PH du Toit, Tel: 012 420 2817
e-mail: pieter.dutoit@up.ac.za

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

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

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	Professional Development	PFO 400	20
	Mediating Learning	LMD 400	30
Core modules	Curriculum Development	KRO 410	10
	Community-based Learning	GBL 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 430	10

BACCALAUREUS HONORES DEGREE

E.5 BACCALAUREUS EDUCATIONIS HONORES [BEd(Hons)]

Applications are subject to selection.

(a) Requirements for admission

Subject to the stipulations of General Regulations G.1.3 and G.62, a candidate can be admitted if he/she holds one of the following qualifications:

- (i) a Bachelor's degree and a teacher's diploma/Postgraduate Certificate in Education (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 six semesters.
- (iii) Renewal of Registration. (Also consult General Regulations G.16 – G.29)
 - The stipulations of G.3.1 apply mutatis mutandis.
 - Subject to exceptions approved by the dean, on the recommendation of the head of the department, a student may not sit for an examination for the honours degree more than twice in the same subject.
 - A student for an honours degree must complete his or her study, in the case of full-time students, within two years and, in the case of after-hours students, within three years of first registering for the degree. Under special circumstances, the dean, on the recommendation of the head of the department, may give approval for a limited extension of this period.

(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 modules 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 modules 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 is compulsory and must be handed in for examination, as prescribed by the particular department.

(f) **The following packages are presented:****(i) ADULT AND COMMUNITY EDUCATION AND TRAINING (Code 09240070)**

Package coordinator: Dr C J G Bender, Tel: 012 420 3331

e-mail: gerda.bender@up.ac.za

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

	Year 1		Year 2	
Modules	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
	Foundations 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 and Facilitating Learning	VWL 710	12
	Community Education	OWG 720	12
	Human Resource Management in Education	MBE 730	12
	Assessment Approaches and Instruments	API 710	12
	Curriculum Development	CDD 710	12
	Asset-building and Community Development	GBG 720	12
	Community Service-Learning	GDL 720	12
Elective modules	None		

(ii) ASSESSMENT AND QUALITY ASSURANCE IN EDUCATION AND TRAINING (CODE 09240010)

Package coordinator: Dr S Vandeyar, Tel: 012 420 2003

e-mail: saloshna.vandeyar@up.ac.za

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

	Year 1		Year 2	
Modules	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
	Foundations 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
	Assessment Approaches and Instruments	API 710	12
	Assessment in Practice *	API 720	12
	Quality Assurance Approaches and Instruments	QPI 711	12
	Curriculum Development	CDD 710	12
	Facilitating Learning	CFL 710	12
	Instructional Design and Development	IDD 720	12
	Educating for Diversity	EDI 720	12
Elective modules	None		

* API 710 is a prerequisite for API 720

(iii) COMPUTER-INTEGRATED EDUCATION (Code 09240050)

Package coordinator: 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
	Foundations 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		

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

Package coordinator: Dr E Weber, Tel: 012 420 2365
e-mail: eweber@gk.up.ac.za

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

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	4	48		
Core modules	4	48	4	48
Elective modules				
TOTAL	8	96	4	48

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	Educational Studies	EDS 710	12
	Foundations 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	CFL 710	12
	Curriculum Development	CDD 710	12
	Assessment Approaches and Instruments	API 710	12
	Curriculum and Instructional Leadership	KIL 720	12
	Quality Assurance Approaches and Instruments	QPI 711	12
	Educating for Diversity	EDI 720	12
Elective modules	None		

(v) EDUCATION MANAGEMENT, LAW AND POLICY (Code 09240060)

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

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

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	3	40		
Core modules	1	16	4	64
Elective modules				
TOTAL	4	56	4	64

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	Educational Leadership	LVO 731	16
	Foundation of Educational Research	NME 715	12
	Introduction to Quantitative Research	NME 725	12
Core modules	Values and Human Rights	NMP 781	16
	Theories in Education Management	OWT 731	16
	Human Resource Management	MBE 731	16
	Financial Management	FBO 731	16
	Education Law and Policy	OWR 731	16
Elective modules	None		

(vi) EDUCATIONAL PSYCHOLOGY (CODE 09240090)

There is a selection process for students applying for this programme. The closing date for applications is 31 August and selection takes place during September, whereafter successful candidates will be informed. This degree has been accredited for counsellor training at the Health Professions Council of South Africa (HPCSA) in the following categories:

- School counselling
- Psychometrics

(a) Requirements for admission

- (i) A Bachelor's degree from a recognised university; with
- (ii) Psychology III
- (iii) Education III or Pedagogics IV

Students who do not have Education III or Pedagogics IV may be conditionally admitted to the programme, if they are selected. Final admission to the programme is subject to successful completion of an oral examination in the Department of Educational Psychology. The content of this oral examination is decided annually and students will be informed by the department.

(b) Learnership

After completion of the course students must apply for a six month full-time internship, upon which students will be placed with suitable organisations. The learnership has to be completed in the year directly after completion of the academic training. Completion of the learnership is a requirement for registration as counsellor with the HPCSA, but not for successful completion of the degree.

Should a student choose not to complete the learnership in the year directly after the academic training, the University will have no further obligations towards the student in terms of placement and the student will receive an academic degree that does not lead to registration with the HPCSA.

(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 all modules.

Package coordinator: Dr S Human-Vogel, Tel. 012 420 2770
e-mail: salome.human@up.ac.za

Total credits: 180 **NQF Level:** 7

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	1	12	3	36
Core modules	4	60*	4	48
Elective modules	1	24		
TOTAL	6	96	7	84

* One module of 24 credits and three modules of 12 credits

Note: The uneven distribution of the credits is to allow time for a learnership during the second year.

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 Psychological Practice	OPR 700	24
	Family Counselling	GBR 710	12
	Child Mental Health	KGG 710	12
	Learning Differences	LDS 710	12
	Career Development	LOT 710	12
	Child Development	KDW 710	12
	Community Education	OWG 720	12
	Research Project	NOS 780	12
Elective modules	Educational Psychological Psychometrics or	OSP 700	24
	School Counselling	SLB 700	24

(vii) TECHNOLOGY EDUCATION (Code 09240030)

Package coordinator: Dr A Hattingh, Tel: 012 420 2771
e-mail: avlogger@hakuna.up.ac.za

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

	Year 1		Year 2	
Modules	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
	Foundations 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	CFL 710	12
	Curriculum Development	CDD 710	12
	Assessment Approaches and Instruments	API 710	12
	Technology Education Fundamentals	TNO 740	12
	Technology Education in Practice	TNO 711	12
	Technological Competencies	TNO 721	12
Elective modules	None		

MASTER'S DEGREES

Also consult General Regulations G.30 to G.62. All applications are subject to selection. Information for dissertations as specified in General Regulation G.57 is also applicable for dissertations of limited scope.

E.6 MAGISTER EDUCATIONIS (MEd)**(a) Requirements for admission**

Subject to the stipulations of General Regulation G.30 to G.62, a candidate can be admitted if he/she holds one of the following qualifications:

- (i) a BEd(Hons) degree/BEd (Postgraduate); or

- (ii) an applicable honours degree and a teacher's diploma; and
- (iii) have achieved an average of at least 60% in the honours or related examination.
- (iv) The Senate may:
 - grant a graduate of another university (either in the Republic or elsewhere) a status at the University that is equivalent to the status the student has at such other university.
 - admit a person who:
 - has passed examinations at another university or institution (either in the Republic or elsewhere) which the Senate deems equivalent to, or higher than the examinations prescribed for a degree at the University, which are set as a prerequisite for admission to a particular postgraduate study programme, or for the admission of such a person as a research student; or
 - in another manner has reached a standard of competence the Senate considers adequate for the purposes of postgraduate study or research at the University,
 as a student for a postgraduate degree, diploma or certificate.

(b) **Duration**

- (i) A minimum of one academic year for the research programme and two years (four semesters) for the coursework packages.
- (ii) The programme must be completed within four years (eight semesters).
- (iii) Students will be granted two opportunities to pass NME 810 and OOG 810. Unsuccessful candidates will be phased out of the programmes thereafter. This requirement is for both the full research as well as the coursework master's degrees.

(c) **Additional requirements**

- (i) All master's students must submit a dissertation or a dissertation of limited scope and must pass Research Methodology (NME 810) and Education, Development and Globalisation (OOG 810). A student may apply for exemption from this requirement if these modules (or similar modules) have recently been passed at NQF level 8.
- (ii) One publishable article based on the research that the student conducted for the dissertation or the dissertation of limited scope and approved by the supervisor, must be submitted. The conferment of the degree is subject to the compliance with this requirement. The article must be submitted within six weeks of the submission of the examination copies of the dissertation or the dissertation of limited scope.

(d) **Degree with distinction**

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

(e) **MEd degrees with coursework:****(i) ASSESSMENT AND QUALITY ASSURANCE IN EDUCATION AND TRAINING
(Code 09250561)****Requirements for admission****All applications are subject to selection.**

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

- BEd(Hons) specialising 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.

NB: This programme is presented in English only.

Package coordinator: Prof S Howie, Tel: 012 420 4131
e-mail: sarah.howie@up.ac.za

Total credits: 195 **NQF Level:** 8

	Year 1		Year 2	
Modules	Number	Credits	Number	Credits
Fundamental modules	2	30		
Core modules	5	60	1	90
Elective modules			1	15
TOTAL	7	90	2	105

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	12
	Whole School Evaluation and Classroom Assessment	HSK 880	12
	Programme Evaluation	PRE 880	12
	Research Design and Tools	MOM 880	12
	Measurement and Instrument Development	MII 880	12
	Dissertation of limited scope	KEA 895	90
Elective modules	Choose one of the following:		
	Monitoring in Education: International and National Perspectives	INP 880	15
	Quality Assurance in the Workplace	KVW 880	15
	School Improvement and Effectiveness	SVE 880	15
	Programme Evaluation: Theories and Debates	PTS 880	15
	Assessment in the Classroom	ASK 880	15
	Advanced Measurement and Instrumentation	GMI 880	15

(ii) COMPUTER-INTEGRATED EDUCATION (Code 09250521)

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

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

Modules	Year 1	Credits	Year 2	Credits
	Number		Number	
Fundamental modules	2	30		
Core modules	2	30	1	90
Elective modules	1*	15*	2	30
TOTAL	4	60	3	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
	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 semester - effectively following a 195 credit programme.

NB: This package is presented in English only.

(iii) EDUCATIONAL LEADERSHIP (Code 09250577)

Package coordinator: Dr J Heystek, Tel: 012 420 2766
e-mail: jan.heystek@up.ac.za

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

Modules	Year 1	Credits	Year 2	Credits
	Number		Number	
Fundamental modules	2	30		
Core modules	4	90	1	120
Elective modules				
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	Leadership and Management of Learning in Education	LBL 880	25
	Leadership and Management of Human Resources in Education	LBO 880	25
	Accountability and Financial Management in Education	AFB 880	20
	Education Law	OWR 880	20
	Dissertation of limited scope	OWR 895	120

Elective modules	None		
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(iv) EDUCATIONAL PSYCHOLOGY (CODE 09250202)

The programme includes approximately 15 hours of practical work per week. It enables the student to comply with the requirements for registration as Educational Psychologist with the Health Professions Council of South Africa, after completion of an internship in Educational Psychology at an institution approved by the above-mentioned Council for this purpose. The University is under no obligation to provide students with or assist them in finding internships.

Package coordinator: Mrs R Ferreira, Tel: 012 420 5504
e-mail: ronel.ferreira@up.ac.za

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

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	2	30		
Core modules	3	45	3	45
Elective modules			1	120
TOTAL	5	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:		
	Emotional and Behavioural Problems	OPG 895	120
	Orthodidactics	ODK 895	120
	Career Orientation Pedagogics	BOP 895	120
	Parent Education	OUB 895	120

(v) EDUCATION FOR COMMUNITY BUILDING (Code 09250576)

Package coordinator: Dr CJG Bender, Tel: 012 420 3331
e-mail: gerda.bender@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		

(vi) EDUCATOR PROFESSIONAL DEVELOPMENT (Code 09250572)

Package coordinator: Dr PH du Toit, Tel: 012 420 2817

e-mail: pieter.dutoit@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	Ct
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		

(vii) ENVIRONMENTAL EDUCATION (Code 09250481)

Package coordinator: Dr LC Jita Tel: 012 420 4873

e-mail: loyiso.jita@up.ac.za

Total credits: 250 **NQF Level:** 8

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	2	30		
Core modules	5	100	1	120
Elective modules				
TOTAL	7	130	1	120

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	Research Methodology	NME 810	15
	Education, Development and Globalisation	OOG 810	15

Core modules	Foundations of Environmental Education	ENO 811	15
	Environmental Paradigms	ENV 810	20
	Environmental Governance	ENV 811	20
	Environmental Analysis, Assessment and Modelling	ENV 812	20
	Teaching and Learning Strategies	ENO 821	15
	Dissertation of limited scope	ENV 895	120
Elective modules	None		

(viii) SCIENCE AND TECHNOLOGY EDUCATION (Code 09250531)

Package coordinator: Dr L Jita, Tel: 012 420 4873
e-mail: loyiso.jita@up.ac.za

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

Modules	Year 1	Credits	Year 2	Credits
	Number		Number	
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	KSE 880	15
	Science, Technology and Society	WTG 880	15
	Learning Theories	LOB 880	15
	New Frontiers and Development	NTO 880	15
	Dissertation of limited scope	NWT 895	90
Elective modules	None		

(f) MEd programmes with dissertation

Also consult General Regulations G.57 to G.61.

- (i) A dissertation on a topic approved by the Dean on the recommendation of the head of department, must be submitted, following the approval of a complete research proposal. A literature study is not acceptable.

(ii) Disciplines

	Field of study code	Dissertation code
Adult and Community Education and Training	09250550	ACT 890
Assessment and Quality Assurance in Education and Training	09250560	AQA 890
Curriculum and Instructional Design and Development	09250540	CDV 890
Education Management, Law and Policy	09250570	OWB 890
Learning Support, Guidance and Counselling	09250500	LVB 890

DOCTORAL DEGREES

E.7 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;
- (iv) pass a doctoral level module on quantitative statistics in education (quantitative research requirement);
- (v) pass a doctoral level module on qualitative studies in education (qualitative research requirement);
- (vi) submit and pass a substantial theoretical paper that synthesizes the key ideas in the chosen field of study e.g., Educational Psychology. This requirement must be satisfied by the end of the first year of study;
- (vii) submit proof of submission of an article issued by an accredited journal. The draft proof (G.61) as well as the proof of submission must be submitted within three months of the submission of the examination copies of the thesis, but not later than a month prior to the graduation ceremony;
- (viii) in specific circumstances, and with adequate and full motivation, students could be exempted from one or more of these requirements.

(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	Study code	
		Examination	Thesis
Adult and Community Education and Training	09261550	ACT 900	ACT 990
Assessment and Quality Assurance in Education and Training	09261500	AQA 900	AQA 990
Computer-integrated Education	09261520	CIE 900	CIE 990

Curriculum and Instructional Design and Development	09261560	CDV 900	CDV 990
Education Management, Law and Policy	09261530	OWB 900	OWB 990
Educational Psychology	09261361		
Choose one of the following:			
Career Orientation Pedagogics		BOP 901	BOP 991
Orthodidactics		ODK 901	ODK 992
Orhopedagogics		OPG 901	OPG 991
Learning Support, Guidance and Counselling	09261540	LVB 900	LVB 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	Study code	
		Examination	Thesis
Education Policy Studies	09261570	OWB 905	OWB 995

E.8 OTHER REGISTRATIONS

(a) Single modules for non-degree purposes.

Local

- | | | | |
|------|------------------------------------|--|--|
| (i) | Education Special | | |
| (ii) | Education Non-examination purposes | | |

Undergraduate

09180001
09190001

Postgraduate

09280001
09290001

Foreign

- | | | | |
|-------|--|--|--|
| (i) | Education Foreign | | |
| (ii) | Education Foreign Non-examination purposes | | |
| (iii) | Education Foreign Co-operation | | |
| (iv) | Education Foreign Exchange | | |

Undergraduate

09185001
09185002
09185003
09185004

Postgraduate

09285001
09285002
09285003
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 education students can depend on the same quality academic programmes and levels of service quality as contact students, a Unit for Distance Education has been established in the Faculty to manage the distance education programmes of the Faculty. The following certificates and honours 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) with specialisation in:
(i) Education Management
(ii) Special Needs Education
- (b) **Degree**
BEd(Hons)
(i) Education Management, Law and Policy

CERTIFICATES

E.9 ADVANCED CERTIFICATE IN EDUCATION (ACE)
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Successful completion of this certificate programme gives admission to the BEd(Hons) programme. Applications are subject to selection

- (a) **Requirements for admission**
(i) A professional teaching diploma of at least three years full-time study (M+3).
(ii) Any other M+3 diploma with appropriate work experience. In this case the certificate will not be acknowledged for teaching purposes.
- (b) **Duration**
The minimum study period is two years. The programme 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 75%, with a minimum of 70% in each module.
- (e) **Language**
The study material is available only in English. Assignments and examination papers may be answered in Afrikaans.
- (f) **Contact sessions**
Students have two contact sessions with lecturers per year. These contact sessions take place over a period of at least three consecutive days at the different centres countrywide and provide important learning support opportunities for students. It is the student's own responsibility to arrange for his/her own transport, accommodation and food during contact sessions and examinations.
- (g) **Assignments**
Students must complete and submit at least two assignments per module. These assignments are support mechanisms for students in their studies. Assignments are compulsory and contribute 30% to the final examination mark.

(h) **Practical experience LPO 402 (only for Special needs education)**

A written report of the findings of the assessment, interviews and intervention with learners with special education needs is compulsory, and must be prepared according to the requirements of the specific Department and submitted for assessment. Both assignments for the project are compulsory. The project will contribute 70% towards the final mark.

(i) **The following packages are presented in the programme:****(i) EDUCATION MANAGEMENT (Code 09122062)**

Package coordinator: Dr I J Prinsloo, Tel: 012 420 5591
e-mail: ijprinsloo@gk.up.ac.za

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

	Year 1		Year 2	
Modules	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	Education Management	EDM 401	20
	Organisation Management	EDO 401	20
	Education Law	EDL 401	20
	Education Management	EDM 402	20
	Organisation Management	EDO 402	20
Elective modules	None		

(ii) SPECIAL NEEDS EDUCATION (Code 09122052)

Package coordinator: Mr CS du Preez, Tel: 012 420 5506
e-mail: carl.dupreez@up.ac.za

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

	Year 1		Year 2	
Modules	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	Theoretical Framework for Learning Support	LWP 401	20
	Classroom-based Assessment	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.10 BACCALAUREUS EDUCATIONIS HONORES [BEd(Hons)]

The completion of this degree may provide admission to the master's programmes. Applications are subject to selection.

(a) Requirements for admission

Subject to the stipulations of General Regulations G.1.3 and G.62, a candidate can be admitted if he/she holds one of the following qualifications:

- (i) A bachelor's 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

The programme extends over a period of at least 24 months. 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) Language

The study material is available only in English. Assignments and examination papers may be answered in Afrikaans.

(f) Contact sessions

Students have two contact sessions with lecturers per year. These contact sessions take place over a period of at least three consecutive days at the different centres countrywide and provide important learning support opportunities for students. It is the student's own responsibility to arrange for his/her own transport, accommodation and food during contact sessions and examinations.

- (g) **Assignments**
Students must complete and submit at least two assignments per module. These assignments are support mechanisms for students in their studies. Assignments are compulsory and contribute 30% to the final examination mark.
- (h) **Re-registration for a module**
A student in the honours programme may only re-register for a module once. If a student does not pass the module after the second registration, he/she will be deregistered from the whole programme, and will not be allowed to continue his/her studies for the degree at the University of Pretoria (also consult General Regulation G.18).
- (i) **Research project (OWB 781)**
A research project is compulsory, and must be prepared according to the requirements of the specific Department and submitted for assessment. Both assignments for the project are compulsory. The project will contribute 70% towards the final mark.
- (j) **The following package is presented:**

(i) EDUCATION MANAGEMENT, LAW AND POLICY (Code 09240080)

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

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

	Year 1		Year 2	
Modules	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 721	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/tutorial per week
Year	= year module
Sem	= semester module
Qr	= quarter module
Ct	= credit value
ALHM	= Department of Arts, Languages and Human Movement Studies
CS	= Department of Curriculum Studies
EPS	= Department of Education Management and Policy studies
EP	= Department of Educational Psychology
ECE	= Department of Early Childhood Education
SS	= Department of Social Studies Education
SMT	= Department of Science, Mathematics and Technology Education

1. UNDERGRADUATE MODULES**(ALPHABETICAL ACCORDING TO MODULE CODES)**

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
AFT 253		A&E	1				1	3
Ubuntu 253								
A general overview on the most prominent culture groups in South Africa and their viewpoints regarding selected topics concerning the South African cultural milieu.								
BER 210		A&E	3			1		16
Business Law 210								
Basic principles of Law of Contract. Law of sales, credit agreements, lease.								
BER 220		A&E	3			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.								
CIL 111		A&E	2			1		4
Computer Literacy 111								
Computing concepts; Windows 2003; Internet and World Wide Web; What will word processing do for me? Editing and formatting; Enhancing a document and the web and other resources; Advanced features: Outlines, Styles and selections and Tables; Introduction to PowerPoint; Presentations made easy; Slide show tools; The web and Slide Masters; Introduction to MS Excel: What is a spreadsheet? The web and business applications; Spreadsheets in decision making: What if? Graphs and charts: Delivering a message; Introduction to MS Access: What is a database? Tables and Forms: Designs, Properties, Views and Wizards; Information from the database: Reports and queries.								
CIL 121		A&E	2			2		4
Information Literacy 121								
Why computers matter to you; Networking; Information resources (include the Academic Information Services); Quality of information; Ethics, plagiarism and copy right; Searching the Internet: Information Seeking Strategies; Location and Access, Specific search environments (include all electronic databases and journals in the AIS applicable to the relevant								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
faculties); Referencing techniques; Use synthesis and evaluation of information, New trends.								
COS 151		A&E	2	1		1		8
Introduction to Computer Science 151								
This module introduces concepts and terminology related to the hardware of computers, system software and communication systems. It also provides an understanding of basic algorithmic concepts, number systems and binary logic.								
EAG 151		A&E	2				1	6
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.								
EKN 110		A&E	3			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			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 214		A&E	3		2	1		16
Economics 214								
From Waal 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 224		A&E	3		2	2		16
Economics 224								
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. Mathematics for economics and econometric analysis of micro-economic issues.								
EOT 110		A&E	2	1 tutor		1		6
Academic literacy (1) 110 <u>EOT 151 + EOT 152</u>								
An introduction to academic literacy that considers various language learning styles and strategies, and provides an initial exploration of the characteristics of academic language. The module focuses initially on academic listening and speaking. Practice in collecting information for academic tasks, as well as in the processing of academic information. In addition, the module has a focus on the enhancement of academic vocabulary, and some initial and elementary academic writing is attempted.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
EOT 120		A&E	2	1 tutor		2		6
Academic literacy (2) 120		EOT 153 + EOT 154						
While retaining an emphasis on the collection and processing of academic information, this module also provides sustained practice in academic reading. Similarly, we concentrate on building up an academic vocabulary specific to certain fields of study.								
The final part of the module brings together academic listening, reading and writing. The production of academic information in the form of argumentative writing is the focus here, i.e. we concentrate on producing academic discourse that is rational, coherent, clear and precise.								
FRK 111		A&E	4			1		10
Financial Accounting 111								
The nature and function of Accounting; the development of Accounting; financial position; financial result; the recording process; processing of Accounting data, elementary income. Statement and balance sheet; flow of documents; accounting systems; introduction to internal control and internal control measures; bank reconciliations; control accounts; adjustments; financial statements of a sole proprietorship.								
FRK 121		A&E	4			2		12
Financial Accounting 121								
Elements applicable to the compilation of detailed financial statements. The conceptual framework of accounting. Income statement, balance sheet, cash flow statement and analysis and interpretation of the financial statements of clubs, partnerships, close corporations. Introduction to companies.								
FRK 211		A&E	4			1		16
Financial Accounting 211								
Tangible and intangible assets. Interest bearing investments. Speculative investments. Inventories. Change in organizational form. Introduction to group statements. Joint ventures. Associated enterprises.								
FRK 221		A&E	4			2		16
Financial Accounting 221								
Accounting aspects of the Companies Act and the Fourth Schedule, conceptual framework. Income recognition. Earnings and dividends per share. Income tax. Fundamental errors and changes in accounting policies. Events and contingencies. Cash flow statements. Branches.								
INF 154	WWT	A&E	1	2		1		5
Informatics 154								
Introduction to programming.								
INF 165	WWT	A&E	1	2		2		5
Programming for teachers 165								
Programming for teachers.								
INF 181	WWT	A&E	2			1/2		3
Computer processing of accounting information.								
INF 273	WWT	A&E	2	2/4	2			14
Informatics 273								
Continuous module in the relevant programming language.								
JAF 110	ALHM	A	2			1		10
Afrikaans 110								
Taalverskeidenheid								
Die module bied 'n oorsig oor taalvariëteite en -variante. Geografies-gebonde taalgebruik en taalregister word onder die loep geneem.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JAF 120	ALHM	A	2			2		10
Afrikaans 120								
Drama								
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	ALHM	A	2			1		10
Afrikaans 210								
Taalwetenskap								
Die student bestudeer die onderliggende beginsels en konvensies van die Afrikaanse taalwetenskap.								
JAF 220	ALHM	A	2			2		10
Afrikaans 220								
Tekste								
Die student bestudeer die teorie en tekste van verskillende genres.								
JAF 310	ALHM	A	2			1		12
Afrikaans 310								
Alternatiewe Afrikaanse Tekste								
Die module bied 'n studie van die filosofie, teorieë en werkswyses van 'n verskeidenheid alternatiewe Afrikaanse tekste.								
JAF 320	ALHM	A	2			2		12
Afrikaans 320								
Kontemporêre Taalkwessies								
'n Kritiese studie van eietydse taalkwessies en die aktuele manifestering daarvan.								
JAS 451	SS	A/E	2				1	9
Assessment 451								
Teacher as assessor								
The student will be exposed to various methods of and approaches to assessment.								
JAS 454	ECD	A/E	2				4	12
Assessment 454								
Demonstration of observation skills and assessment of skills in the classroom.								
JAW 110	SMT	A&E	3	1	1	1		10
General Mathematics 110								
Precalculus: Fundamentals and functions								
Fundamentals: expressions, equations, inequalities, lines and co-ordinate geometry. Functions: graphs, applications, transformations, extreme values, combining and one-to-one functions and their inverses.								
JAW 120	SMT	A&E	3	1	1	2		10
General Mathematics 120								
Precalculus: Polynomial, rational, exponential and logarithmic functions								
Polynomial and rational functions: graphs and real zeros of polynomial functions, complex numbers, complex roots and the fundamental theorem of algebra. Exponential and logarithmic functions: laws of logarithms, equations and modelling.								
JAW 210	SMT	A&E	3	1	2	1		10
General Mathematics 210								
Precalculus: Equations, inequalities and limits								
Systems of equations and inequalities: systems of linear equations, matrices, systems of inequalities. Limits: finding limits numerically, graphically and algebraically, limits of sequences and at infinity.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JAW 220	SMT	A&E	3	1	2	2		10
General Mathematics 220								
Precalculus: Trigonometry								
Trigonometric functions of real numbers: trigonometric graphs. Trigonometric functions of angles: angle measure, trigonometry of right triangles, laws of sines and cosines. Analytic trigonometry: inverse trigonometric functions and trigonometric equations.								
JAW 310	SMT	A&E	3	1	3	1		12
General Mathematics 310								
Sequences and series, consumer mathematics and geometry								
Sequences and series: arithmetic and geometric sequences and series, annuities, mathematical induction, the binomial theorem.								
Consumer mathematics: percent, interest, consumer loans and amortization.								
Geometry: polygons, perimeter and area, volume and surface area, metric system and dimensional analysis, geometric symmetry and tessellations.								
JAW 320	SMT	A&E	3	1	3	2		12
General Mathematics 320								
Counting, probability and statistics								
Counting and probability: counting principles, permutations and combinations, probability and expected value. Descriptive statistics: organizing and visualizing data, measures of central tendency and dispersion, normal distribution.								
JBA 451	ECD	A/E	1	1			1	6
Management of Programmes 451								
Demonstration of management of the three learning programmes in the classroom.								
JCH 110	SMT	A&E	2	2		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		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_f° , ΔH_{rxn}° , applications of thermodynamics, entropy, Gibbs free energy.								
JCH 210	SMT	A&E	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	Year	Sem	Qr	Cr
JCH 220	SMT	A&E	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 halids, alcohols, ethers, aldehydes, ketones, phenols, carboxylic acids and derivatives, amines, carbohydrates; addition, elimination and substitution reactions.								
JCH 310	SMT	A&E	2	2		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; equalibria.								
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	2	2		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 Ksp, percipitation 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.								
JDK 110	SMT	A&E	2	2		1		10
Zoology 110								
Cytology and genetics								
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		2		10
Zoology 120								
Biodiversity invertebrata								
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		1		10
Zoology 210								
Chordata								
Classification, characteristics of subphyllums: urochordata, cephalochordata and vertebrata.								
JDK 220	SMT	A&E	2	2		2		10
Zoology 220								
Ecology								
Interaction between man and animal. Ethnology. Population dynamics. Evolution.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JDK 310	SMT	A&E	2	2		1		12
Zoology 310 Mammal physiology Communication: nerve regulation and co-ordination, sense organs, chemical regulation and co-ordination. Circulation. Immunity. Lymphatic system. Respiratory system.								
JDK 320	SMT	A&E	2	2		2		12
Zoology 320 Mammal physiology Nutrition and digestion. Excretory system, homeostasis, reproduction.								
JEN 151	ALHM	E	2				1	5
English 151 Language studies An historical and practical approach to language studies.								
JEN 152	ALHM	E	2				2	5
English 152 Prose Critical reading of a variety of prose texts.								
JEN 153	ALHM	E	2				4	5
English 153 Drama The development of drama; a selection of Greek and modern plays.								
JEN 154	ALHM	E	2				3	5
English 154 Poetry A generic and chronological approach to poetry, with examples from the 13th to the 20th century.								
JEN 251	ALHM	E	2				1	5
English 251 Language studies Phonetics and related fields.								
JEN 252	ALHM	E					2	5
English 252 Prose A number of novels are studied.								
JEN 253	ALHM	E	2				4	5
English 253 Drama A study of sub-genres in drama; a selection.								
JEN 254	ALHM	E	2				3	5
English 254 Poetry Study of poetry written after 1914, including South African poetry.								
JEN 351	ALHM	E	2				1	6
English 351 Children's literature A study of children's and youth fiction, focusing on the intellectual, moral and emotional development of the child and his reading habits.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JEN 352	ALHM	E	2				2	6
English 352								
Prose								
An advanced module in prose.								
JEN 353	ALHM	E	2				4	6
English 353								
Drama								
An advanced module in textual studies, as well as drama-in-education.								
JEN 354	ALHM	E	2				3	6
English 354								
Poetry								
Gender studies.								
JFG 120	SMT	A&E	2			2		6
Fundamental Numeracy 120								
Knowledge of basic concepts and skills regarding numeracy.								
JFK 110	SMT	A&E	2	2		1		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		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		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 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		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	2	2		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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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	2	2		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.								
JFP 110	ECD	A/E	1	1		2		6
Foundation phase studies 110								
Understanding and use of content and skills for outcomes-based education as prescribed by the National Curriculum. Planning and managing the three learning programmes in the Foundation Phase.								
JGD 110	SS	A&E	2			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			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 19th century.								
JGD 210	SS	A&E	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 DEIC, the British colonisation and Great Trek. Leaders from these periods.								
JGD 220	SS	A&E	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 election in 1999. South African leaders.								
JGD 310	SS	A&E	2			1		12
History 310								
International relations, 1815 – 1999								
A study of the 1848 revolutions, the Crimean War, the 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			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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JGF 111	SS	A&E	2	1		1		10
Geography 111 Physical geography and natural resource management The atmosphere and lithosphere. Man in the ecosystem. Applied Biogeography. Practical: Quantitative techniques and the graphical representation of data.								
JGF 121	SS	A&E	2	1		2		10
Geography 121 Economic and population geography 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		10
Geography 211 Climatology Atmospheric circulation systems and the impact on the environment. Practical: The interpretation of synoptic weather maps.								
JGF 221	SS	A&E	2	1		1		10
Geography 221 Settlement Rural and urban settlement patterns with emphasis on the South African landscape. Practical: The interpretation of the 1:50 000 topographical map.								
JGF 311	SS	A&E	2	1		1		12
Geography 311 Geomorphology 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		2		12
Geography 321 Society and Space 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. Introduction to Geographic Information Systems (GIS).								
JGL 210	ECD	A/E	1	1		1		6
Early literacy 210 Facilitating the acquisition of early literacy. The use of children's literature in early literacy.								
JGL 220	ECD	A/E	2	1		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).								
JGL 451	ECD	A/E	1	1			1	6
Literacy programme 451 Planning, managing and facilitating the literacy programme (additional language)								
JGS 220	ECD	A/E	1	1		2		6
Early numeracy 220 Facilitating the acquisition of early numeracy concepts and skills.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JGS 310	ECD	A/E	2	1		1		12
Numeracy programme 310								
Planning, managing and facilitating the numeracy programme.								
JGV 320	ECD	A/E	1	1		2		6
Health and safety 320								
Development of health and safety in the early childhood years.								
JHM 120	ECD	A/E	1	1		1		6
Resources and material 120								
Design and development of teaching skills, strategies, resources and material.								
JIT 210	SMT	A&E	2	2		1		10
Information technology 210								
Computer skills as required in the school syllabus.								
JIT 310	SMT	A&E	1	3		1		12
Information technology 310								
Technical computer skills.								
JIT 320	SMT	A&E	1	3		2		12
Information technology 320								
Technical computer skills.								
JKG 200	ALHM	A&E	1		2			10
Art 200								
Art: History of art I								
History of Art: introduction and overview of 19th and 20th century art in Europe. Important artists and art works of this period are emphasized and discussed in context. Evaluation and discussion of exhibitions. Museum visits.								
JKO 310	ECD	A&E	1	1		1		6
Art education 310								
The role of art education in early years. The learning area AC (Art and Culture).								
JKU 100	ALHM	A&E	1		1			10
Art: Theory 100								
Summary of ancient art								
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								
Observation studies: Introduction of fundamental elements and principles, techniques and use of media. Analysis and identification of structure, form, composition, texture and spatial relations. Assessment of work.								
Painting skills I								
A study of different media and techniques, watercolours, tempera, acrylics and mixed media in practical exercises. Introduction to form and colour manipulation as compositional element. Evaluation of suitable works.								
Graphic printing I								
Analysis of and introduction to graphic printing. Planning and implementation of elementary graphical processes. Intaglio and relief work.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
Graphic design I								
Application of design elements and principles. Principles of page layout and typography with the emphasis on accessibility of information. Application and problem solving.								
JKU 201	ALHM	A&E		5	2			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 from life.								
Painting skills II								
Portrait, figure 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. Analysing and identifying of 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-blocksand lino block as graphic printing process are studied and applied. A study and development of graphic printing. Integrated application of knowledge and skills by means of advanced graphic problem solving. Elaboration of intaglio and relief prints.								
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. Independent work.								
Textile decoration I								
Mastering of decoration processes on textile. Experimenting with various methods of dying or application of paint to textiles.								
JKG 300	ALHM	A&E	1		3			12
Art 300								
History of art II								
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 II								
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 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 and page layout as expressive medium. Layout systems and structures. Integration of image and text in the design of letterheads, logo's and brochures. Visual analysis and interpretation. Study of								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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. Corporate presentation. 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-watercolours, tempera and acrylics as well as mixed media.								
Modelling II								
Study of three-dimensional form – combination of different pottery techniques. Decoration techniques of units – patterns.								
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: care, booking and evaluation of suitable exhibitions. Independent work. Museum visits.								
JLB 451	ECD	A/E	2				1	12
Learning Area: LO, Human and social sciences and economic and management sciences 451								
Life orientation; Human and Social Sciences; Economic and Management Sciences.								
JLE 252	SS	A&E	1	1			2	6
Learning Area: Economic and management sciences 252								
Methodology of Economic and Management Sciences as a learning area as required by the National Curriculum.								
JLE 451	SS	A&E	1	2			1	12
Learning Area : Economic and management sciences 451								
Methodology of Economic and Management Science as a learning area as required by the National Curriculum.								
JLG 210	ECD	A/E	2				1	12
Learning Area: LLC 210								
Content of the learning area: Language, literacy and communication (main language and additional language).								
JLK 253	ALHM	A/E	1	1			3	6
Learning Area: Art, culture and drama 253								
Methodology of Art, Culture and Drama as a learning area as required by the National Curriculum.								
JLK 451	ALHM	A/E	1	2			1	12
Learning Area: Art, culture and drama 451								
Methodology of Art, culture and drama as a learning area as required by the National Curriculum.								
JLL 251	ALHM	A/E	1	1			1	6
Learning Area: Language 251								
Methodology of language as a learning area as required by the National Curriculum.								
JLL 451	ALHM	A/E	1	2			1	12
Learning Area: Language 451								
Methodology of language as a learning area as required by the National Curriculum.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JLM 251	SS	A/E	1	1			1	6
Learning Area: Human and social sciences 251								
Methodology of Human and Social Sciences as a learning area as required by the National Curriculum.								
JLM 451	SS	A/E	1	2			1	12
Learning Area: Human and social sciences 451								
Methodology of Human and Social Sciences as a learning area as required by the National Curriculum.								
JLN 310	ECD	A/E	1			1		6
Learning Area: NS 310								
Content of the learning area of Natural Sciences.								
JLO 254	SS	A/E	1	1			4	6
Learning Area: Life orientation 254								
Methodology of Life Orientation as a learning area as required by the National Curriculum.								
JLO 451	SS	A/E	1	2			1	12
Learning Area: Life orientation 451								
Methodology of Life Orientation as a learning area as required by the National Curriculum.								
JLP 451	ECD	A/E	2	1			1	12
Life Skills Programme 451								
Planning, managing and facilitating the life skills programme in the Foundation Phase.								
JLS 253	SMT	A/E	1	1			3	6
Learning Area: Science 253								
Methodology of Science as a learning area as required by the National Curriculum.								
JLS 451	SMT	A/E	1	2			1	12
Learning Area: Science 451								
Methodology of Science as a learning area as required by the National Curriculum.								
JLT 254	SMT	A/E	1	1			4	3
Learning Area: Technology 254								
Methodology of Technology as a learning area as required by the National Curriculum.								
JLT 320	ECD	A/E	1			2		6
Learning Area: Technology 320								
Content of the learning area Technology.								
JLT 451	SMT	A/E	1	2			1	12
Learning Area: Technology 451								
Methodology of Technology as a learning area as required by the National Curriculum.								
JLV 253	ALHM	A/E	1				4	3
Learning Area: Cross curricular reading skills 253								
The module equips the student to develop reading skills in general and cross-curricular strategies, specifically the studying of relevant text regarding environmental and social issues.								
JLW 252	SMT	A/E	1	1			2	6
Learning Area: Mathematics 252								
Methodology of Mathematics as a learning area as required by the National Curriculum.								
JLW 310	ECD	A/E	1			1		6
Learning Area: MLMMS 310								
Mathematical Literacy, Mathematics and Mathematical Sciences.								
JLW 451	SMT	A/E	1	2			1	12
Learning Area: Mathematics 451								
Methodology of Mathematics as a learning area as required by the National Curriculum.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JMA 300	ALHM	A	1	1	3			6
Metodiek: Afrikaans 300								
Die module bemagtig die student om op geïntegreerde wyse die verskillende taalvaardighede te kan beplan, aanbied en assesseer.								
JMB 110	ALHM	A&E	2			1		7
Human movement studies 110								
Theory: Introduction to human movement studies								
Reasons for and aim of physical activities in humans, theories and philosophies. History of human movement and sport.								
Theory: Sport psychology								
A theoretical perspective on the psychological domain of the athlete.								
JMB 111	ALHM	A&E	1	1		1		3
Human Movement Studies 111								
Practicals: Water activities								
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.								
Practicals: Motor skills								
Gross motor-skills development and small terrain games.								
JMB 120	ALHM	A&E	2			2		7
Human movement studies 120								
Theory: Anatomy and osteology								
A holistic perspective on the build and mechanics of the human muscular and skeletal structures.								
Theory: Physiology								
Build and mechanics of different body organs and systems.								
JMB 121	ALHM	A&E	1	1		2		3
Human movement studies 121								
Practicals: Sport skills								
Skills and methods for mini-hockey, hockey, athletics: track events.								
JMB 210	ALHM	A&E	2	1		1		7
Human Movement Studies 210								
Theory: Recreational studies								
Demarcation and terminology. The importance and development of values for spending free time in a meaningful way in modern society.								
JMB 211	ALHM	A&E	1	1		1		3
Human Movement Studies 211								
Practicals: Water activities								
Mastering and practical execution of some swimming styles and life-saving techniques.								
Practicals: Motor skills								
Mastering of practical skills for development of gymnastics, with or without adaption of large apparatus.								
JMB 220	ALHM	A&E	2			2		7
Human movement studies 220								
Theory: Sport injuries and posture deviations								
Demarcation and terminology. General principles for prevention and treatment of sport injuries.								
Posture development and the influence of proper habits in the development of a good posture. Identification and pathology of specific deviations.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JMB 221	ALHM	A&E	1	1		2		3
Human movement studies 221								
Practical Skills								
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: field events.								
JMB 230	ECD	A&E	1	1		1		6
Human movement studies 230								
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.								
JMB 310	ALHM	A&E	2			1		9
Human Movement Studies 310								
Theory: Movement and Exercise Physiology								
Effects of physical activities on the human body, energy sources, etc. Exercise and fitness factors, principles of gymnasium practice.								
JMB 311	ALHM	A&E	1	1		1		3
Human Movement Studies 311								
Practicals: Motor Skills								
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 320	ALHM	A&E	2			2		9
Human Movement Studies 320								
Theory: Biomechanics								
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.								
JMB 321	ALHM	A&E	1	1		2		3
Human Movement Studies 321								
Practicals: Motor Skills								
Motor skills in ladies netball, mini-netball and rugby for men. Motor skills for softball, mini-tennis and tennis.								
JMC 300	SMT	A&E	1	1	3			6
Methodology: Design and Technology 300								
Technology curriculum for the Senior Phase. Practice theory and constructivism in Technology Education. Facilitating skills of technological products for problem solving and creativity. Computer skills in Technology Education. Assessment of technological products. 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.								
JMD 301		A&E	1	1	3			6
Methodology: Economics 301								
As required by the National Curriculum.								
JMD 303		A&E	1	1	3			6
Methodology: Financial Accounting 303								
As required by the National Curriculum.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JMD 305		A&E	1	1	3			6
Methodology: Business Management 305								
As required by the National Curriculum.								
JMD 306		A&E	1	1	3			6
Methodology: Tourism Management 306								
As required by the National Curriculum.								
JME 300	ALHM	E	1	1	3			6
Methodology: English 300								
Nurturing appreciation of poetry; developing reading and writing skills; the media as learning material.								
JMF 300	SS	A&E	1	1	3			6
Methodology: Religion Studies 300								
As required by the National Curriculum.								
JMG 310	SS	A&E	1	1		1		3
Methodology: Geography 310								
A thorough review of the learning content prescribed for grades 10 to 12. The interdependency of the physical and human environment.								
JMG 320	SS	A&E	1	1		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.								
JMH 300	SS	A&E	1	1	3			6
Methodology: History 300								
An overview of the learning content of grades 10 to 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.								
JMI 300	SS	A&E	1	1	3			6
Methodology: Computer Application Technology 300								
As required by the National Curriculum.								
JMK 301	ALHM	A&E	1	1	3			6
Methodology: Art 301								
As required by the National Curriculum.								
JML 300	ALHM	A&E	1		3			6
Methodology: Human Movement Studies 300								
As required by the National Curriculum.								
JMM 300	ALHM	A&E	1		3			6
Methodology: Music Education 300								
Didactical principles of Music Education in schools.								
JMN 304	SMT	A&E	1	1	3			6
Methodology: General Science 304								
Assessment concepts. Interpretation of standards, setting criteria for the assessment of knowledge and skills, set of tests, exam papers and memoranda, use of the computer in assignments for the setting of papers. Methodology: General Science gr 10 – 12. Analysis of subject content and application of assessment concepts. Evaluation of textbooks. Experience in the planning of instructional activities.								
JMN 305	SMT	A&E	1	1	3			6
Methodology: Chemistry 305								
Assessment concepts. Interpretation of standards, setting criteria for the assessment of knowledge and skills, set of tests, exam papers and memoranda, use of the computer in								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
assignments the setting of papers. Methodology: chemistry gr 10 – 12. Analysis of subject content and application of assessment concepts. Evaluation of textbooks. Experience in the planning of instructional activities.								
JMN 306	SMT	A&E	1	1	3			6
Methodology: Physics 306								
Assessment concepts. Interpretation of standards, setting criteria for the assessment of knowledge and skills, set of tests, exam papers and memoranda, use of the computer in assignments the setting of papers.								
Methodology: Physics gr 10 – 12. Analysis of subject content and application of assessment concepts. Evaluation of textbooks. Experience in the planning of instructional activities.								
JMN 307	SMT	A&E	1	1	3			6
Methodology: Zoology 307								
Assessment concepts. Interpretation of standards, setting criteria for the assessment of knowledge and skills, set of tests, exam papers and memoranda, use of the computer in assignments the setting of papers. Methodology: Biology gr 10 – 12. Analysis of subject content and application of assessment concepts. Evaluation of textbooks. Experience in the planning of instructional activities.								
JMN 308	SMT	A&E	1	1	3			6
Methodology: Botany 308								
Assessment concepts. Interpretation of standards, setting criteria for the assessment of knowledge and skills, set of tests, exam papers and memoranda, use of the computer in assignments the setting of papers. Methodology: Biology gr 10 – 12. Analysis of subject content and application of assessment concepts. Evaluation of textbooks. Experience in the planning of instructional activities.								
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
Music education 102								
Interdisciplinary music practice								
Implementation of the learning areas arts and culture and ethnomusicology.								
JMO 103	ALHM	A&E	1		1			5
Music education 103								
Music theory								
Basic theoretical knowledge of music.								
JMO 104	ALHM	A&E		1	1			5
Music education 104								
Keyboard knowledge: Group instruction								
Technical and musical development on the piano.								
Beginner and elementary standard: group instruction.								
JMO 108	ALHM	A&E		1	1			5
Music education 108								
Piano accompaniment: Individual instruction								
Technical and musical development on the piano.								
Advanced standard: Individual instruction.								
Exemption requirements: Grade 4 piano (Unisa or an equivalent qualification), or an exemption examination.								
Individual Instruction: At least a grade 3 completed in piano.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JMO 201	ALHM	A&E	1		2			4
Music Education 201								
Music Appreciation								
A synopsis of the different style periods in music.								
JMO 202	ALHM	A&E	1		2			4
Music Education 202								
Interdisciplinary Music Practice								
Implementation of the learning areas arts and culture and ethnomusicology.								
JMO 203	ALHM	A&E	1		2			4
Music Education 203								
Music Theory								
Basic theoretical knowledge of music.								
JMO 204	ALHM	A&E		1	2			4
Music Education 204								
Keyboard Knowledge: Group Instruction								
Technical and musical development on the piano. Beginner and elementary standard: Group Instruction.								
JMO 205	ALHM	A&E		1	2			4
Music Education 205								
Group Guitar								
Technical and musical development on guitar for accompanying purposes.								
JMO 206	ALHM	A&E	1		2			4
Music Education 206								
The foundation of Music Education in practice.								
JMO 208	ALHM	A&E		1	2			4
Music Education 208								
Piano accompaniment : Individual instruction								
Technical and musical development on the piano. Advanced standard: Individual instruction. Exemption requirements: Grade 4 piano (Unisa or an equivalent qualification), or an exemption examination. Individual Instruction: At least a grade 3 completed in piano.								
JMO 240	ECD	A/E	1	1		2		6
Music Education 240								
Music education in the early childhood years (0-9 year). Didactical principals for the presentation of music in schools.								
JMO 301	ALHM	A&E		1	3			6
Music Education 301								
Keyboard Knowledge: Group Instruction								
Technical and musical development on the piano. Beginner and elementary standard: Group instruction.								
JMO 302	ALHM	A&E		1	3			6
Music Education 302								
Interdisciplinary Music Practice								
Implementation of the learning areas arts and culture and ethnomusicology.								
JMO 303	ALHM	A&E	1		3			6
Music Education 303								
Music Theory								
Basic theoretical knowledge of music.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JMO 304	ALHM	A&E	1		3			6
Music Education 304								
Choir Conducting and Stage Production								
Study of the theoretical and practical aspects of choral and concert work.								
JMO 308	ALHM	A&E	1	1	3			6
Music Education 308								
Piano Accompaniment: Individual Instruction								
Technical and musical development on the piano. Advanced standard: Individual instruction. Exemption requirements: Grade 4 piano (Unisa or an equivalent qualification), or an exemption examination. Individual instruction: At least a grade 3 completed in piano.								
JMQ 300	SS	A&E	1	1	3			6
Methodology: Remedial Education 300								
As required by the National Curriculum.								
JMR 300	SMT	A&E	1	1	3			6
Methodology: Computer Studies 300								
As required by the National Curriculum.								
JMS 300	ALHM	A&E	1	1	3			6
Methodology: Sport Management 300								
A practical application of the principles of management in the following activities: Teaching Practice: logistical principles, track and field athletics (cont.), netball, hockey/soccer/rugby and an event of choice.								
JMT 304	SMT	A&E	1	1	3			6
Methodology of Technical Drawings 304.								
As required by the National Curriculum.								
JMV 300	SS	A&E	1	1	3			6
Methodology: Guidance and Counselling 300								
As required by the National Curriculum.								
JMW 300	SMT	A&E	1	1	3			6
Methodology: Mathematics 300/General Mathematics 300								
As required by the National Curriculum.								
JNH 454	ALHM	A&E	1	3			4	3
First Aid 454								
A practical course in the basic skills of first aid.								
JNM 311	WWT	A&E	2			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	WWT	A&E	2			2		6
Research Methodology 321								
A theoretic-practical frame of reference of the statistical computing of research information.								
JNM 451	WWT	A&E	3				1	12
Research Project 451								
The theory of a research project.								
JNM 454	WWT	A&E	2				4	12
Research Project 454								
The practical implementation of theory in a research project.								
JOA 451	SS	A&E	3				1	9
School Management and Administration 451								
The students will be trained to deal with organisational and administrative functions in a school set-up.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
J0J 320	ECD	A/E	1	1		2		6
Reception Year (Grade R) 320								
Managing and facilitating the planning and implementation of the learning programmes in Grade R.								
J0O 254	SS	A&E	1				3	3
Environmental Education 254								
The development of positive attitudes, norms and standards towards the environment including the techniques to achieve it.								
J0T 120	SMT	A&E	1	3		2		10
Design and Technology 120								
Design 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.								
J0T 151	SMT	A&E	3	1			1	5
Design and Technology 151								
Conceptual Framework								
The philosophy of technology. Technology and society. Technology and the environment. Technology and the economy.								
J0T 152	SMT	A&E	2	2			2	5
Design and Technology 152								
The Design Process								
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.								
J0T 251	SMT	A&E	2	2			1	5
Design and Technology 251								
Project Management and Entrepreneurship								
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 submitted.								
J0T 252	SMT	A&E	1	3			2	5
Design and Technology 252								
Food Technology								
The effect of preserving food. Investigate chemical additives for the preservation of food. 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.								
J0T 253	SMT	A&E	1	3			3	5
Design and Technology 253								
Soft Materials								
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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JOT 254	SMT	A&E	1	3			4	5
Design and Technology 254								
Textile Technology								
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 310	SMT	A&E	1	3		1		12
Design and Technology 310								
Electrical Systems and Control								
The study of electrical systems focuses on the practical use of electrical energy in circuits to satisfy specific needs. This module aims to develop an understanding of how simple electronic circuits (series and parallel) and devices are used to make an output respond to an input signal. The following electric components could be covered: resistors, light dependent resistors, thermistors, capacitors, inductors, light emitting diodes, transistors, etc.								
JOT 353	SMT	A&E	1	3			3	6
Design and Technology 353								
Mechanical Systems and Control								
The study of mechanical systems (including hydraulic and pneumatic systems) focuses on producing movement in some way, and examines how energy sources can be used to power products to produce movement. This module explores mechanisms that involve mechanical advantage and change in the direction of movement. The components of these mechanical systems could include cams, pistons, pulleys, pivot and slider, eccentric wheels, cranks, levels, etc.								
JOT 354	SMT	A&E	1	3			4	6
Design and Technology 354								
Structures								
The study of structures focuses on practical solutions that involve supporting loads and ways of making products stiff, stable and strong when forces are applied to them (e.g. properties of materials that affect their performance in structures). Structures could be explored within the context of housing, habitats, shelters, containers, towers, bridges, packaging, etc.								
JPE 454	SS	A&E	2				4	9
Professional Ethics 454								
The aim of this module is to expose the students to various social situations in which professional ethical conduct will be essential.								
JPK 110	SMT	A&E	2	2		1		10
Botany 110								
Plant morphology, anatomy. Roots, stems, leaves, flowers, inflorescens, seeds, fruits.								
JPK 120	SMT	A&E	2	2		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		1		10
Botany 210								
Taxonomy. Plant systematics. Principles of taxonomy, five kingdom system, classification, identification. Scientific denomination, rules and principles. Virusses, bacteria, cyanobacteria, fungi, algae, lichens, bryophytes, ferns. Seedplants systematics.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
Cycadopsida, gnetopsida ginkgopsida, pinopsida, Magnoliopsida, monocotyledons: 7 families, dicotyledons: 13 families.								
JPK 220	SMT	A&E	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	2	2		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	2	2		2		12
Botany 320								
Differentiation. Differential growth, juvenility, phase changes, plant movements, biological clock, vernalitation, flower physiology. Environmental physiology. Aspects of plant responses to environment: drought, temperature, salt tolerance, soil pH.								
JPO 280	ALHM	A/E					1	6
Teaching practice 280								
<ul style="list-style-type: none"> • is an official, full-time module for which no student may be remunerated • is to be completed during January - February of the student's second year • consists of 15 days of teaching practice in schools • includes an observation assignment, presentation of learning activities and participation in related school and community activities • requires students to be assessed by schools. 								
JPO 380	ALHM	A/E					1	6
Teaching Practice 380								
<ul style="list-style-type: none"> • is an official, full-time module for which no student may be remunerated • is to be completed during January - February of the student's third year. • Consists of 15 days of teaching practice in schools. • Includes the presentation of learning activities and participation in related school and community activities • Includes extra-mural activities. • Requires students to be assessed by schools and University staff. 								
JPO 452, 453	ALHM	A/E					2/3	21
<ul style="list-style-type: none"> • Teaching Practice 452, 453 • Are official, full-time modules for which no student may be remunerated • Consists of two school terms of teaching practice (internship) at schools, including on-campus orientation and reflection sessions • Require students to be placed in Pretoria schools for the first part (JPO 452, school term 2) of the internship and to be assessed by University staff • Require students to pass JPO 452 in order to be admitted to JPO 453. • Follow a mentorship model which requires students to be under the full-time, continuous 								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
supervision of a qualified mentor teacher • Include the presentation of learning activities and participation in related school and community activities • Require students to be assessed by schools and University staff								
JPS 110	SS	A&E	1			1		3
Professional Studies 110 A generic overview of different aspects of the education profession. An introduction to the roles of the educator, communication skills, terminology of OBE and the planning of learning activities.								
JPS 120	SS	A&E	1		1	2		3
Professional Studies 120 The design and development of teaching skills, media and materials for an outcomes-based education environment within the South African context. The planning and presentation of learning activities, which will be recorded on videotape for assessment purposes.								
JRE 252	SS	A&E	1				2	3
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.								
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 problems 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.								
JSB 110	ALHM	A&E	2	1		1		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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JSB 120	ALHM	A&E	2	1		2		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		1		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		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.								
JSB 310	ALHM	A&E	2	1		1		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		2		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.								
JSN 120	ECD	A/E	2	1		2		12
Special Needs Education 120								
Introduction to learners with special education needs. Teaching strategies and models to manage learners with special education needs.								
JSN 210	ECD	A/E	2	1		1		12
Special Needs Education 210								
Planning for education intervention.								
JSN 320	ECD	A/E	2	1		2		12
Special Needs Education 320								
Learning disabilities. Giftedness and talent development. Physical impairment and special health care needs.								
JSN 451	ECD	A/E	2				1	12
Children with Special Needs 451								
Understanding and critically reflecting on the nature of barriers to learning and the principles underlying different strategies that can be used to address them.								
JSN 454	ECD	A/E	2				4	12
Special Needs Education 454								
Research project in special education needs.								
JTK 200	ALHM	E	1		2			12
Language across the Curriculum 200								
Effective communication strategies linked to the requirements of the teaching profession.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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 taalmodule van ten minste 12 krediete op die hoofkampus gevolg word.								
JTT 110	SMT	A&E	4			1		10
Technical Drawing 110								
Descriptive Geometry								
Drawing standards, geometrical concepts and constructions, scales, first-and third angle projection, descriptive geometry: points and line segments and plane figures.								
JTT 120	SMT	A&E	4			2		10
Technical Drawing 120								
Engineering Drawing								
Pictorial drawings: isometric, oblique and one-point perspective. Machine drawings.								
JTT 210	SMT	A&E	4			1		10
Technical Drawing 210								
Descriptive Geometry								
Sections of plane figures and solids. Solids: auxiliary views, inclined and true shapes, pictorial views, dimetric and trimetric and two-point perspective. Interpenetrations and developments.								
JTT 220	SMT	A&E	4			2		10
Technical Drawing 220								
Engineering Drawing								
Loci in mechanisms, Archimedes spiral and helices. Machine drawing and assembly drawing. Computer aided design (CAD): two-dimensional.								
JTT 310	SMT	A&E	4			1		12
Technical Drawing 310								
Descriptive Geometry								
Interpenetration and development – conclusion. Loci: cycloids, trochoids and cams.								
JTT 320	SMT	A&E	4			2		12
Technical Drawing 320								
Engineering Drawing								
Machine drawings and assembly drawings – conclusion. Computer aided design (CAD) three dimensional and solids.								
JVB 110	SS	A&E	2			1		10
Guidance and Counselling 110								
Educational Counselling								
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 21st century. Private practices.								
JVB 120	SS	A&E	2			2		10
Guidance and Counselling 120								
Educational Counselling								
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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JVB 200	SS	A&E	2		2			20
Guidance and Counselling 200								
Educational Guidance								
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
Guidance and Counselling 300								
Career Guidance								
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.								
JVK 120	ECD	A/E	2	1		2		12
ECD Studies 120								
Babies and Toddlers								
Setting up a learning environment for children under three years of age, that facilitates their social, physical, intellectual, and emotional development.								
JVK 130	ECD	A/E	2	1		1		12
ECD Studies 130								
Planning, implementation and evaluation of the Early Childhood Curriculum to promote learning and development in the early years.								
JVK 210	ECD	A/E	2	1		1		12
ECD Studies 210								
Management Skills in ECD Schools								
Acquiring management, business, and administrative skills to start a crèche and pre-primary school.								
JVK 320	ECD	A/E	2	1		2		12
ECD Studies 320								
Programme Planning in ECD								
Understanding and applying different approaches to the pre-primary school. Programme planning in South Africa and internationally.								
JVK 454	ECD	A/E	2				4	12
ECD Studies 454								
Research Project in ECD programmes								
Research into different ECD programmes in South Africa.								
JWS 110	SMT	A&E	3	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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JWS 120	SMT	A&E	3	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.								
JWS 210	SMT	A&E	3	1		1		10
Mathematics 210 Calculus: Limits, continuity and 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		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		1		12
Mathematics 310 Financial Mathematics: Statistics and Economics Arithmetic and geometric sequences and series, annuities, mathematical induction, the binomial theorem, permutations and combinations, probability, applications of differentiation and integration on the economy.								
JWS 320	SMT	A&E	3	1		2		12
Mathematics 320 Geometry and 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.								
JWT 114	SMT	A&E	2	2		1		10
General Science 114 Matter and Materials Atoms, elements, bonding, mixtures, redox reactions, acids, bases and salts, organic compounds, fossil fuels.								
JWT 124	SMT	A&E	2	2		2		10
General Science 124 The Earth and Universe I Universe, solar system, earth structure, plate tectonics, geological eras, rocks and minerals.								
JWT 214	SMT	A&E	2	2		1		10
General Science 214 Life and Living Biodiversity, ecosystems, human health.								
JWT 224	SMT	A&E	2	2		2		10
General Science 224 The Earth and Universe II Land, water, atmosphere, climate, mining, agriculture, sustainable development.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JWT 314	SMT	A&E	2	2		1		12
General Science 314								
Energy and Change I								
Mechanics, heat and nuclear energy.								
JWT 324	SMT	A&E	2	2		2		12
General Science 324								
Energy and Change II								
Electromagnetism, waves and renewable energy sources.								
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 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.								
OBS 120		A&E	3			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 123		A&E	3			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 210		A&E	3			1		16
Business Management 210								
Logistics management								
The role of logistics in an enterprise, definition and scope of customer service, electronic and other logistics information systems, inventory management, materials management with special reference to Japanese systems, management of the supply chain. Methods of transport and transport costs, types and costs of warehousing, electronic Aids in materials handling, cost and price determination of purchases, organising for logistics management, methods for improving logistics performance.								
OBS 213		A&E	3			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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
OBS 220		A&E	3			2		16
Business Management 220								
Project management: Introduction								
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.								
OBS 223		A&E	3			2		16
Entrepreneurship 223								
Entrepreneurial process, new ideas, identification of opportunities, the entrepreneurial mind in action, the entrepreneurial manager, new business plans. Ethics and the entrepreneur, management of growth, entrepreneurs in unsuccessful businesses, closure of the entrepreneurial process (harvesting).								
OBS 310		A&E	3			1		20
Business Management 310								
Human Resource Management and Development								
The environment in which human resource management takes place, job analysis, strategic human resource planning, equal employment opportunities, planning and management of training, development and careers, functioning in a global environment.								
Negotiation and collective bargaining								
The nature of negotiation preparation for negotiation, negotiating for purposes of climate, creation, persuasive communication, handling conflict and aggression, specialised negotiation, and collective bargaining in the South African context.								
OBS 313		E	3			1		20
Entrepreneurship 313								
Nature of small business management, management of entrepreneurial opportunities, management of business the 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.								
OBS 320		A&E	3			2		20
Business Management 320								
Strategic Management Analysis and Formulation								
Basic concepts, formulation of mission, policy and objectives, external evaluation of the business environment, internal evaluation of the enterprise, including intellectual assets; the formulation and development of a strategic plan.								
Strategic Management Implementation								
The role of management in strategy implementation; budgets as instrument in the implementation process; leading processes of change within enterprises; supporting policies, procedures and information systems for implementation in the various functional areas; evaluation and control of implementation.								
OBS 323		E	3			2		20
Entrepreneurship 323								
Development of performance motivation, development of positive motives, role models, level of performance motivation, reinforcement of performance motivation, strategies and action plans. Franchising, small business consultation, business acquisitions, mentorship, female entrepreneurs, family business, home industries and management of growth.								
OPV 161	CS	A/E	3				1	6
Education 161								
Episodes and ideas in the history of South African education								
Essentially a historical survey, this course provides students with a clear sense of the								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
historical origins of contemporary issues in South African schooling. By examining key events and developments in the history of South African education, the course demonstrates that education is not a neutral entity, but rather the product of specific historical, political and cultural conditions. The course elucidates a conceptual model that demonstrates how educational practice is shaped not only by 'policy,' but also by cultural and political contests – in and out of schools.								
OPV 162	CS	A/E	3				2	6
Education 162								
How knowledge is organised.								
This module attempts to answer the classical questions: what knowledge is worth knowing? It addresses the organization of knowledge, both as a technical and political concern as part of the curriculum. It covers the development of the hidden and formal curricula as ways in which knowledge could be organised. The module briefly discusses curriculum theory, curriculum development and curriculum implementation. It addresses various contemporary curricula such as competence-based, performance-based and outcomes-based as ways of organising knowledge. The latter section of the module addresses the arrangement of knowledge, objectives, outcomes, competences and skills within broader taxonomies designed by Bloom, Gagné, Merrill, Ebel and others.								
OPV 163	ES	A/E	3				3	6
Education 163								
How children learn								
<i>A focus on learning:</i> Cognitive, affective and normative components of learning; the climate of learning, learning as a process, environmental influences. <i>A focus on facilitation:</i> Ways of facilitating learning: the facilitator, facilitation, content (e.g. indigenous knowledge, hidden curriculum, basic skills in education namely reading, writing, arithmetic and relationships) and the learner (e.g. developmental stages, identity and personality, age, socio-economic environment, gender and language).								
OPV 164	ES	A/E	3				4	6
Education 164								
The qualities of the teacher as a professional								
The objective of this module is to introduce students to the complexity of teaching, and to outline the intellectual qualities and professional capacities required by teachers in a 21 st century classroom. The module looks at the qualities of an educator (teacher) as it is seen from various documents dealing with teacher and teaching competences. It also discusses how various qualities could be assembled under the teacher as professional. The modules also focus on the international and national landscapes in an attempt to define the roles and functions of teachers in those given contexts. Various roles related to the educator as instructional designer, assessor, curriculum specialist, subject area specialist, researcher, manager and life-long learner will be explained. Teaching and research scholarship are dealt with in support of the broad professional teacher training capacities.								
OPV 261	CS	A/E	3				1	10
Education 261								
Perspectives on transformatory pedagogy								
Drawing on multiple disciplinary and intellectual traditions, this module demonstrates how the purpose of education and schooling is understood in widely divergent ways. This in turn elicits contrasting understandings of the role of the teacher and the essence of teaching and learning. Schooling is embedded in assumptions, not only about knowledge and education, but also about historical processes and social change. Reiterating the idea of the teacher as an agent, the module examines how an awareness of different perspectives on education may enable the teacher to implement a transformatory pedagogy at classroom level.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
OPV 262	CS	A/E	3				2	10
Education 262								
Education and diversity								
This module focuses on understanding the very complex social context in which education occurs. It addresses issues of difference and how they individually or in concert influence the task of teaching and learning. It challenges ideas of cultural essentialism, and instead explores the social constructs of 'identity', 'difference' and 'race'. It highlights classrooms as spaces of multiple differences such as HIV/Aids, race, gender, personality, learning styles, religion, culture, socio-economic status etc. and explores the role of 'difference' in promoting hierarchical structures and exclusion in the classroom. A constructivist understanding of education, in which learners are active architects of meaning provides the intellectual foundation of this module.								
OPV 263	CS	A/E	3				3	10
Education 263								
Issues in education policy								
The objective is to introduce students to prominent debates and controversies in contemporary education in the country – but in an intellectually honest way i.e. showing the different sides to each of these contestations, and why they exist in the first place. Possible themes could include outcomes based education; religion education; values education; automatic promotion; corporal punishment; language protection; school fees and the problem of access.								
OPV 264	CS	A/E	3				4	10
Education 264								
Teachers and teaching								
The main purpose of the module is to explain the changing role of teachers within different paradigms of thinking starting with the transmission mode of operation (Positivist and Behavioural thinking). This is followed by critical and reflective practices (Modernism) and concludes with the teacher as constructivist and facilitator of learning (Postmodern Praxis). Various instructional designs and assessment strategies fitting the philosophies of thinking in support of subject teaching are dealt with in the module.								
OPV 355	EP	A/E	2				3	6
Education 355								
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				1	15
Education 356								
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				2	15
Education 358								
Behavioural and emotional problems								
Holistic approach to 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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
OPV 359	EP	A/E	2			2		15
Education 359								
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
Education 360								
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 to 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 361	CS	A/E	4				1	15
Education 361								
Education, markets and globalisation								
The objective is to show that education is more than what teachers and learners do in the classroom; it is increasingly a market transaction within and across national borders. Ideas relevant in teaching in this segment would include the mobility of professional labour, the multi-skills demanded of education and training systems, and the validity of lifelong learning in such contexts.								
OPV 362	CS	A/E	4				2	15
Education 362								
Education in the digital economy								
The objective is to demonstrate the ways in which the information and communication technologies have changed the ways in which the processes of teaching and learning are understood in the 21 st century. The potential of these technologies and their applications in developing countries should form part of the module as well as critical assessment of what is called the 'digital divide.'								
It also focuses on political, social and pedagogical issues raised by the use of computer technology in education.								
OPV 363	OBS	A/E	4				3	15
Education 363								
Discipline and schooling								
The objective is to place discussions about discipline and punishment within a social, historical and institutional context – with specific reference to schools. The idea is not to simply discuss the merits of otherwise of corporal punishment, but to facilitate deep understanding of the role and nature of discipline and punishment in schools, the legal and policy framework that applies (among others the requirements regarding codes of conduct) and the role that clear expectations can play in establishing empowering discipline.								
OPV 364	EPS	A/E	4				4	15
Education 364								
Childhood and education in South Africa								
Positive approaches to childhood and education such as health promotion, appreciative enquiry, asset-based and solution focused approaches to intervention and the whole school approach. Inclusive education; indigenous knowledge systems; protective factors such as wellness in contexts such as childhood and education, health and wellness promotion in								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
various contexts and the pastoral function of education (life skills and counselling); Vulnerability and buffers to vulnerability.								
OPV 455	EP	A/E	1			2		15
Education 455								
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
Education 456								
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
Education 457								
Career guidance								
Theoretical approaches to guidance and counselling. Professional profile of a career Educationist. Career guidance needs of South Africans. National and international indicators in career guidance. Career guidance content. Multicultural, individual and group-based career guidance.								
OPV 458	EP	A/E	1			2		15
Education 458								
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
Education 460								
Life skills								
The field of life skills. The empowering value of life skills. Facilitation of life skills. Intrapsychic life skills: self-awareness and the forming of identity. Self-regulation by means of pro-active self-task. Interpsychic life skills: motivation and perseverance. Empathy. Interpersonal relationships. A theoretical template for a guidance and counselling model in core life skills. Case studies of the application of a guidance and counselling model in core life skills.								
REL 151	SS	A&E	2				1	6
Religion Studies 151								
The world of religion								
What is religion? The functions of religion; Studying religion; Perspectives on religion.								
REL 152	SS	A&E	2				2	6
Religion Studies 152								
Common aspects in religions								
Common concepts and key terms in various religions will be dealt with; Also generic dimensions and aspects; The interdependence of religion, culture and society.								
REL 153	SS	A&E	2				3	6
Religion Studies 153								
Kaleidoscope of religions I								
The occurrence of religion in societies; Types of religion; Primal religions; Judaism; Islam.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
REL 154	SS	A&E	2				4	6
Religion Studies 154								
Kaleidoscope of religions II								
A variety of religions will be addressed: Hinduism; Buddhism; New Religions; New Age; Main developments in the world and South Africa.								
REL 210	SS	A&E	2			1		20
Religion Studies 210								
Focus on religion: Christianity								
Jesus as founder of Christianity; Images of Jesus; current research on the 'historical Jesus'; core issues in the debate on the 'historical Jesus'. Capita selecta from themes like: New Testament Christianity; Christian history in survey; Christian missions; After the Industrial Revolution and the Enlightenment; Christianity in a secularist age; The rise of Third World Christianity.								
Focus on religion: Traditional African religiosity								
Primal religion and traditional African religion; Traditional life and world view								
Key elements like:								
<ul style="list-style-type: none"> • Concept of time • Ancestral cult • Ethics: Examples of African religion • Zulu religion • Concept of God • Power doctors, healers and cultic leadership • San religion • Shona religion 								
REL 220	SS	A&E	2			2		20
Religion Studies 220								
Myth, symbols and other phenomena								
Religion in diachronic and phenomenological perspective; Cosmologies and theologies; Myth and narrative; Ritual; Spirituality; Offices; Symbolism and communication. The module will focus primarily on mythical motives and thought patterns in the Old and New Testaments. By means of a capita selecta the chosen texts are analysed within the timeframe and worldview of their own origin.								
Ancient religions								
The content, characteristics and influence of religions in the Ancient Near Eastern and Mediterranean worlds will be studied: E.g. Egypt, Canaan, Mesopotamia, Greece etc. (A selection will be made every year).								
REL 310	SS	A&E	2			1		30
Religion Studies 310								
Reflecting on religion								
Theories about religion; Religion and ideology; Secularism; Uniqueness; Doctrinal issues, etc.								
Topical issues								
The relationship between religion and various topical issues in society will be addressed, like: Religion and society; religion and gender; religion and economics; religion, politics and the state; religion and the environment, etc.								
REL 320	SS	A&E	2			2		30
Religion Studies 320								
Religions as neighbours								
Plurality; Religious interaction; Practical issues, e.g. Themes to be addressed are: Conflict, Propaganda, Indoctrination, Dialogue, Syncretism, Respect and tolerance. Models of dealing with plurality will be studied, e.g., Fundamentalism, Relativism, Pluralism, Inclusivism, Exclusivism, Secularism and co-responsibility and cooperation.								
Religion and the arts								
Iconography; overview on the exposition of biblical themes in the expressive arts and								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
music; religious aspects of well-known artifacts and musical compositions; function of art and music in worship.								
RTT 100	SS	A&E	2	2	1			20
Computer Application Technology 100								
Advanced paragraphing, correspondence, Roman numerals and combined and special signs, General display: Advertisements and Menus, Development of speed and accuracy to the required level of 25 wpm.								
RTT 110	SS	A&E	2	2		1		10
Computer Application Technology 110								
Keyboard skills, use of the mouse, development of speed and accuracy to the required level of 20 wpm. Competence in the use of Microsoft Word processing and simple paragraphing.								
RTT 120	SS	A&E	2	2		2		10
Computer Application Technology 120								
Advanced paragraphing, correspondence, Roman numerals and combined and special signs, General display: Advertisements and Menus, Development of speed and accuracy to the required level of 25 wpm.								
RTT 200	SS	A&E	2	2	2			20
Computer Application Technology 200								
Theory: Word processing – Corel Word Perfect. Presentations – Microsoft Power Point, Corel Presentations. Practicals: Advanced paragraphing, Sub paragraphs using bullets, correspondence, Business letters, circulars, memo's faxes, envelopes, labels and mail merge. Newspaper style columns, news letters and magazine articles. General display: Menus, advertisements. Documents for meetings.								
RTT 300	SS	A&E	2	2	3			24
Computer Application Technology 300								
Theory – Desktop publishing, Spreadsheets, Database, E-mail, Internet Practical – Financial presentations, newsletters and reports. E-mail correspondence. Web documents. Literary work.								
TBE 110		A/E	4			1		10
Tourism Management 110								
Structure and organisation of the tourism industry								
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.								
The tourism system and the key components of tourism								
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				2		10
Tourism Management 120								
Tourism demand, consumer behaviour and market research								
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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
of research results as an aid in tourism planning and decision-making.								
Tourism supply, planning and development								
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			1			
Part 1:								
Tourism Management 190 (approx. 30 hours)								
Travel practical								
An introduction to the theoretical and practical aspects of tour-guiding.								
TBE 191		A/E	4		1			
Part 1:								
Tourism Management 191 (approx. 30 hours)								
Hospitality practical								
An introduction to the operational and practical aspects of food and beverage management.								
TBE 210		A/E	4			1		16
Tourism Management 210								
Tourism policy, product development and impacts								
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.								
Tourism focus areas								
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 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	2			2		16
Tourism Management 220								
The management of tourism attractions								
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 last part of this section focuses on the strategic management and operational aspects of tourist attractions.								
Strategic destination marketing								
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.								
TBE 290		A/E	2		2			
Part 2:								
Tourism Management 290 (approx. 40 hours)								
Travel practical								
An introduction to travel-related operations.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
TBE 291		A/E	2		2			
Part 2:								
Tourism Management 291 (approx. 40 hours)								
Hospitality practical								
The application and integration of technology in the hospitality industry (Module 1).								
TBE 292		A/E			2			
Part 3:								
Tourism Management 292 (approx. 40 hours)								
Travel practical								
Principles and practices of air travel techniques.								
TBE 293		A/E	4		2			
Part 3:								
Tourism Management 293 (approx. 40 hours)								
Hospitality practical								
The application and integration of technology in the hospitality industry (Module 2)								
TBE 310		A/E	4			1		20
Tourism Management 310								
Hospitality management 1								
This section covers the “guest cycle” and addresses the process and procedures, from the moment a potential guest contacts an accommodation establishment to the time that he or she departs. All the operational and management functions of this process as well as key supportive aspects such as hospitality, social skills and customer care are covered in detail. A distinction is drawn between revenue centres and support centres. All the key support centres such as housekeeping, maintenance and security are covered. This section concludes with a well-rounded overview of the operational and management aspects of the front office and its support units.								
Hospitality management 2								
This section firstly covers the key operational and management aspects of food and beverage management, which forms a vital part of hospitality management. Industry exposure and practical involvement is an essential ingredient of this section. As financial management and costing is critical to the success of any hospitality organisation, the second part of this section covers all the policies, principles and procedures pertaining to financial operations and financial management in such establishments.								
TBE 320		A/E	4			2		20
Tourism Management 320								
Tourism distribution management								
This section provides an overview of distribution theory as it applies to tourism with definitions, concepts and theories explained in the context of the tourism environment. The tourism distribution system is discussed from two perspectives: traditional distribution channels and the rapidly expanding on-line tourism distribution sector. The particular role of airlines in terms of the development of global distribution systems and central reservation systems is described and particular attention is also given to the role and growth of e-commerce in tourism.								
With regard to travel retailing, the various organisational forms of travel retailers are explained as well as the way in which they function. The various management functions such as marketing, operational, human resources and financial, as they apply to the travel retailer and tour wholesaler, are described. Specific areas of specialization in travel retailing such as corporate travel and incentive travel are also introduced.								
Please note: Various practical and industry-interaction activities support the theoretical component of the TBE 110, 120, 210, 220, 310, and 320 syllabi and take place during								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
vacations, over weekends and after hours to develop practical and industry skills. A student should, in consultation with the head of department, obtain 1 000 "credits" for the practical component (which includes satisfactory class attendance, approved practical work and appropriate practical short modules as determined by the head of department) before such student will be allowed to sit for the examination in TBE 320.								
TBE 390		A/E			3			
Tourism Management 390 (approx. 40 hours)								
Travel practical								
The application and utilisation of a central reservation system.								
TBE 391		A/E			3			
Tourism Management 391 (approx. 40 hours)								
Hospitality practical								
The application and integration of technology in the hospitality industry (Module 3).								
TBE 394		A/E			3			
Tourism Management 394 (approx. 40 hours)								
Compulsory practical training								
Compulsory practical training in the tourism industry during the three years of study, as determined by the head of the department.								

2. ADVANCED CERTIFICATE IN EDUCATION (ACE)

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
AAK 401		E			1			20
Introduction to Severe Disabilities 401								
To familiarise the student with the field of severe disabilities by identifying learners with severe disabilities and their needs in the classroom.								
AAK 402		E			1			20
Communication and Functional Literacy 402								
Approaches and strategies to facilitate communication and literacy in learners with little or no functional speech.								
AAK 403		E			2			20
Collaborative Teaming 403								
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		E			2			20
Inclusion 404								
The design of appropriate learning programmes, modules and lesson plans for learners with severe disabilities included in the classroom.								
AAK 405		E			2			20
Life Skills 405								
Principles and practices in the design of appropriate learning programmes to facilitate the development of life skills for learners with severe disabilities.								
ADD 400	CS	E				1/2		10
Assessment: Designing and development 430								
The analysis of documents and assessment contexts in order to establish evidence requirements, designing an assessment strategy which is holistic and integrated. Designing assessment activities which will be able to collect evidence of psychomotor as well as cognitive performance. To design a combination of assessment criteria as well as to develop an assessment guide that will ensure effective, fair and consistent assessment. Critically evaluate assessment designs and guides for improvement.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
AEV 430	CS	E				1/2		10
Assessment: Evaluation 430								
Making assessment judgments using diverse sources. Evaluating evidence for authenticity, validity and sufficiency. Providing feedback to relevant parties focusing on the quality and sufficiency of performance. Providing feedback that is constructive. Reviewing assessment design and processes for strengths and weaknesses in order to redesign for future use.								
AMD 430	CS	E				1/2		10
Assessment: Moderation 430								
Planning and preparing for conducting moderation, conducting moderation to advise and support assessors. Reporting, recording as well as administrating moderation. Review moderation systems in order to identify strengths and weaknesses and making recommendations based on the review.								
APG 430	CS	E				1/2		10
Assessment: Planning and preparation 430								
Planning and preparing assessment for informal and formal learning processes. Designing plans which address all assessment requirements. Preparing candidates for assessment, making assessment details explicit and clear. Conducting assessments which are effective and fair. Recording the evidence for the purpose of making judgments and provide informative feedback.								
ASE 420	CS	E				1/2		10
Assessment in Social Sciences Education 420								
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 education. 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.								
ASS 401	EP	A/E			1			10
Classroom-based Assessment 401								
Introduction to 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.								
ATO 410	CS	E				1/2		10
Assessment in Language Education 410								
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 language education. Writing outcomes. Integrating outcomes. Writing performance criteria. Writing assessment criteria. Writing range statements. Scoring tests in the languages. Different types of tests for the languages. Rating performance.								
AWO 410	CS	E				1/2		10
Assessment in Mathematics Education 410								
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 mathematics 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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
evaluation tests in mathematic education. Construction and use of diagnostic tests in mathematics.								
BLF 430	CS	A&E				1/2		20
Managing Learning Facilitation 430								
Learning mediator as the central educator role and how it relates to the other educator roles. How to facilitate learning with a view to accommodating the needs of the learners and to optimising the learning context.								
CAE 451	CS	E					4	10
Assessment of Educational Programmes 451								
The purpose of this module is to enable the candidate to assess computer-integrated instructional and cognitive tools using predefined tools.								
CEL 452	CS	E					1	10
E-learning 452								
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					3	10
Financial Management 452								
The purpose of this module is to enable the candidate to use computer-integrated financial management systems for education and training.								
CIA 420	CS	E				1		10
Computer-integrated Assessment 420								
The purpose of this module is to enable the candidate to implement computer-integrated assessment tools in education and training.								
CIS 452	CS	E					2	10
Information Systems 452								
The purpose of this module is to enable the candidate to use database management information systems for education and training.								
CIT 451	CS	E					3	10
Cognitive Tools 451								
The purpose of this module is to enable the candidate to implement computer-integrated cognitive tools in various learning areas.								
CME 452	CS	E					3	10
Managing Extramural Activities 452								
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					4	10
Multimedia 452								
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					1/2	10
The Social Context of Education 430								
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					2	10
Instructional Tools 451								
The purpose of this module is to enable the candidate to implement computer-integrated instructional tools in various learning areas.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
CTC 451	CS	E					2	10
Computer Technology 451								
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				1		10
Education and Training Policy 410								
The national education system and the National Qualification Framework. Moderating and quality assurance. Outcome-based education and training.								
FOB 420	CS	E				2		10
Foundation of OBE 420								
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.								
GAV 411	CS	A/E				1		10
Sex Education 411								
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 development-family values.								
GAV 412	CS	A/E		1		2		10
Sexual Development and Maturation 412								
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. Violent relationships. Sexual behaviours that interfere with relationships. Friendships. Dating. Dating Skills Checklist. Date rape. Sexual harassment. Stalking. Abstinence as a choice, benefits, limits in a relationship, resisting pressure. Sexually active teens.								
GAV 421	CS	A/E				1		10
Sexual Functioning 421								
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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
and the influence thereof on the life of the parents. Responsibility of the parents. Teenage pregnancy. Birth. The postpartum period: adjustments, bonding, breastfeeding, sexual intercourse. Contraception. Different types, advantages vs. disadvantages, safety, correct 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				2		10
Social Trends 422								
Health literacy. Self-examination: Testicular, breasts. Medical examination: Rectal examination of the prostate, breasts, vagina/uterus – Pap smear. Influence of the media. Computers and the internet. Smash or Trash? Healthy entertainment vs. harmful entertainment. Sexually transmitted diseases. 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. 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 physical challenges that face people who are living positively with HIV/Aids. Sexual Rights and the Law.								
GOV 411	CS	A/E				1		10
Life Skills 411								
The Learning Area: life orientation. Life skills and life skills education. Concepts motivation and need. Aims. Components. Different types of life skills. Skills for "Being Together". Cultural differences, social sensitivity, communication, gestures and body language.								
GOV 412	CS	A/E				2		10
Personal Development 412								
Developmental needs of children and adolescents in the foundation, intermediate and senior phases (GETB). Self-awareness, self-concept and self-esteem. Personal and interpersonal relationships. Beliefs and value sensitivity. Human rights. Healthy and balanced lifestyle. Emotions. Social responsibility. Self and the school. Self and the community.								
GOV 421	CS	A/E				1		10
Family Education 421								
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 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		2		2		10
Life Skills Programme 422								
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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
community. Parental guidance. Family guidance. Community guidance. Counselling children, adolescents and their family.								
KRR 430	CS	A&E				1/2		20
Curriculum Management 430								
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				2		10
Leadership and Management 420								
The role and profile of the teacher, training and development practitioner. Leadership, administration and management. Conflict management. Team management. Networking.								
LGS 402	EP	A/E			1			10
Learning Support Programmes 402								
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			10
Theoretical Framework for Learning Support 401								
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			1			20
Learners with Problems 402								
Causes of behavioural problems. Types of behavioural problems. Dealing with the challenge of behaviour problems. Emotional and social problems. Dealing with the challenge of emotional and social problems. The prevention of behavioural, emotional and social problems. Support methods for learners with learning problems. Approaches to rendering support. Teaching strategies. Supporting learners with motor, perceptual, reading, mathematical, spelling, handwriting and learning problems. The prevention of learning problems.								
LPD 430	EP	E				1/2		10
Learning Programme Design 430								
Assess, analyse and describe the capability of learners, determine the learning outcomes and essential knowledge for the learning programme, designing a learning programme based on analysis undertaken, identify the need for adaptation or development of learning materials as well as develop learning materials for a learning programme.								
NME 430	EP	E						10
Introduction to Research 430								
Basic Introduction to qualitative and quantitative research methods. Knowledge of, and understanding a calculation of basic statistics, raw scores, frequency tables, totals, mode, median, mean error scores and standard deviation. Introduction to different types of interviews as well as basic analysis thereof.								
OBT 411	EPS	A/E				1/2		10
Organisation Management 411								
Management in a multi-cultural organisation in South Africa. 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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
OBT 412	EPS	A/E		1		1/2		10
Organisation Management 412								
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		2		1		10
Organisation Management 421								
Organisational theory. Management of change. School administration. Information management.								
OBT 422	EPS	A/E		2		1/2		10
Organisation Management 422								
Budget. Administration of school fees. Management of facilities. Stock control.								
OWB 411	EPS	A/E		1		1/2		10
Education Management 411								
Orientation to education management. Cyclical management functions: planning, organising, leading and control.								
OWB 412	EPS	A/E				1/2		10
Education Management 412								
Time and stress management, micro politics in schools, effective schools.								
OWB 421	EPS	A/E				1/2		10
Education Management 421								
Problem solving, decision-making. Communication to improve interpersonal relations.								
OWB 422	EPS	A/E				1/2		10
Education Management 422								
Conflict management. Negotiation and management of change in schools.								
OWR 411	EPS	A/E				1/2		10
Education Law 411								
Current legislation. Educators and labour law.								
OWR 412	EPS	A/E				1/2		10
Education Law 412								
The rights and duties of learners, educators and parents. Law and rights. Education and the Constitution. School governance.								
PFO 430	CS	A/E				1/2		10
Professional Development 430								
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.								
PRE 402	EP	A/E			1			20
Practical Experience 402								
Assessment, interviewing and intervention with learners with Special Education Needs. Written report on findings.								
QAO 410	CS	E				1		10
Quality Assurance in OBE 410								
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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
human capacity development. Marketing. Co-operation between institutions. Curriculum development and curriculum evaluation.								
VGZ 421	CS	A/E		2		1		10
Practice 421								
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 – ways to show respect. 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.								
VGZ 422	CS	A/E				2		10
Classroom Practice 422								
The prevention model for educating about STD's. Promote self-respecting behaviour. Encourage honest talk within relationships. The prevention model for education about HIV/Aids. The model for using resistance. Skills: unfriendly persuasion. 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. 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.								
WOA 420	CS	E				2		10
Science Education Assessment								
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.								

3. POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
ASS 420	CS	A/E			1			12
Assessment 420								
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 principles of designing the professional portfolio presentation and using it for assessment.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
COE 400	CS	A/E			1			12
Social Context of Education 400								
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.								
ECD 401	CS	A/E			1			8
Literacy 401								
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			1			8
Numeracy 402								
Design, manage and facilitate learning in mastering the numeracy skills. Understanding, using and having mathematical fun through various approaches in acquiring mathematical skills in the different age groups (0-9). Facilitating learning of numeracy through contextual exploration. Creating fascination and joy in learning mathematical constructs.								
ECD 403	CS	A/E			1			8
Life Skills 403								
This module focuses 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.								
FCL 400	CS	A/E			1			24
Facilitating Learning 400								
Conceptualising changes in education and demonstrating change in education practice. Personal development through reflection. Studying the philosophy and principles of facilitating learning. Explore outcome based education system. Redefine existing teaching strategies in context of the learning paradigm. Designing and operationalising learning tasks for learners. Creating and managing a learning environment in which learners can construct and share meaning. 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			1			6
Foundations of Education 400								
Exploration of theories and philosophies of learning and pedagogical knowledge impacting on change in education. Issues impacting on education related to decisionmaking in the classroom: school system, interpretation of policy documents and programme studies.								
GPE 400	CS	A/E			1			6
Global Perspectives in Education 400								
Dealing with future scenarios in education emerging from globalisation, world 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			1			6
Information and Communication Technology 400								
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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
IPH 401	CS	A/E			1			5
Languages 401								
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			1			5
Mathematics 402								
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			1			5
Art and Culture 403								
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			1			5
Social Sciences 404								
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				1		5
Life Skills, Economy and Society 405								
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 various learning facilitation strategies are used to ensure the acquisition of the necessary skills to become a valued citizen, capable of making informed decisions.								
IPH 406	CS	A/E			1			5
Science and Technology 406								
How to design learning tasks according to the National Curriculum for the Intermediate phase. Facilitating learning to inspire, fascinate and challenging 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. Challenging learners to acquire technological skills and explore the wonders and impact of technology over the ages.								
LNT 400	CS	A/E			1			12
Learning Theories 400								
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			1			6
Professional Ethics and Law 400								
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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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			1			12
Professional Portfolio 400								
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.								
SPH 401	CS	A/E			1			8
Languages 401								
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			1			8
Mathematics 402								
How to facilitate learning in Mathematics to ensure confidence in using numerical, geometric and graphical relations.								
SPH 403	CS	A/E			1			8
Arts and Culture 403								
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						8
Social Sciences 404								
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			1			8
Life Orientation 405								
This learning area confronts learners with how to live a meaningful and successful life in a rapidly changing 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			1			3
Economic and Management Sciences 406								
Learners need to be enabled to understand and apply economic and management principles and concepts in a responsible and accountable way, understand and reflect on the wealth creation process, critically develop the entrepreneurial skills required to play a vital role in transforming the gap between rich and poor.								
SPH 407	CS	A/E			1			8
Natural Sciences 407								
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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
nations. Analyse the National Curriculum and compile an integrated learning plan for the year.								
SPH 408	CS	A/E			1			8
Technology 408								
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.								
VAF 400	CS	A/E			1			24
Subject Didactics of Afrikaans 400								
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			1			24
Methodology of African Languages 400								
Only students who graduated on third-year level in an African language can enroll 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 integrates the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.								
VBM 400	CS	A/E			1			24
Subject Didactics of Business Management 400								
Particular position of subject didactics in the pedagogic disciplines. The unique character and structure of the subject. Objectives and aims in teaching. Approaches in teaching the subject. Lesson structure as model for lesson planning. Practical application of topics from the school syllabi. Orientation, preparation and presentation. Evaluation, measuring, testing and examination. Functionalisation (assignments).								
VEK 400	CS	A/E			1			24
Subject Didactics of Economics 400								
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			1			24
Didactics of English 400								
The module 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			1			24
Methodology of Foreign Languages 400								
Only students who graduated on third-year level in a foreign language can enroll for this								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
elective. Facilitating learning in a foreign 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			1			24
Subject Didactics of Geography 400								
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			1			24
Subject Didactics of History 400								
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). Modules in which the subject is offered. The history classroom. Teaching and learning Aids. Excursions, museum, news board, etc. General.								
VMU 400	CS	A/E			1			24
Subject Didactics of Music 400								
The course consists of two separate components: Subject didactics of Harmony and Counterpoint and subject didactics of the History of Music and Form. Principles and guidelines for teaching harmony, counterpoint, history of music and form. Objectives, methodological principles, class management, lesson structures, evaluation, interpretation of the Certification Board syllabus.								
VNS 400	CS	A/E			1			24
Subject Didactics of Natural Science 400								
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			1			24
Subject Didactics of Accounting 400								
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).								
VRG 400	CS	A/E			1			24
Computer Applications Technology 400								
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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
structure of the lesson – general, work schemes, timetable planning, touch-typing for the teacher. Teaching Aids Grades 8 – 12.								
VRS 400	CS	A/E						24
Subject Didactics of Computer Studies 400								
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			1			24
Subject Didactics of Speech and Drama 400								
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			1			24
Subject Didactics of Tourism 400								
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.								
VWS 400	CS	A/E						24
Subject Didactics of Mathematics 400								
Current approach (some notions in thought psychology); lesson structure (lesson format), didactical modality and course of the lesson); syllabus and work scheme; subject policy (objectives, classroom practice, revision and evaluation); theme study, error analysis and lesson planning; handbooks (evaluation and usage).								

4. POSTGRADUATE CERTIFICATE IN HIGHER EDUCATION (PGCHE)

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
ASK 410	CS	A&E				1		10
Assessment Practice 410								
Methods of assessment in a formative and summative fashion. Basic principles of accountable assessment. Record of learning. Assessment instruments.								
CEL 420	CS	A&E				2		10
Electronic Learning 420								
Electronic learning media. Integrating electronic media in practice. Web-based learning. Multimedia learning packages. Interactive television broadcasting.								
EPP 430	CS	A&E				2		10
Entrepreneurship Practice 430								
The role of education and training in entrepreneurship, including finance, marketing, planning and project management as these relate to education.								
GBL 420	CS	A&E				2		10
Community-based learning 420								
National policies on higher education and community service; citizenship; programme characteristics of effective service-learning; fundamentals of service-learning partnerships; developing a theory and practice of campus-community; developing infrastructure for service-learning and community engagement; partnerships among organisations and higher education institutions for service-learning; principles and profiles of exemplary partnerships with community agencies; partnerships for collaborative action research; involving corporate partners; service-learning project.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
KRO 410	CS	A&E	Block lectures			1		10
Curriculum Development 410								
Exploring models and principles of curriculum development. Adapt principles to comply with the process of outcomes-based curriculum development. Developing a study guide/manual as outcome of outcomes-based curriculum development. Learning through, for and about problem-based learning.								
LAM 420	EPS	A&E	Block lectures			2		10
Leadership and Management 420								
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			1			30
Mediating Learning 400								
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 420								
Principles of mentorship. Strategies for mentorship. Mentorship practice. Leadership. Interpersonal aspects.								
NSV 420	CS	A&E	Block lectures			2		10
Research Supervision 420								
Supervision of postgraduate students. Research project management. Research funding.								
OWT 410	CS	A&E	Block lectures			1		10
Education Technology 410								
Media as sources of learning. Developing and utilising media by learner. Media and whole-brain learning, maximising multiple-intelligences, maximising potential. Lower and higher level technology. Integrating media. Multimedia learning packages.								
PFO 400	CS	A&E	Block lectures	1				20
Professional Development 400								
Professional development of higher education practitioners. Self-assessment. Developing the full potential of the practitioner. The role of action research. Developing a professional portfolio.								

5. BACCALAUREUS EDUCATIONIS HONORES [BEd(Hons)]

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
API 710	CS	E			2	10		12
Assessment Approaches and Instruments 710								
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			1/2		12
Assessment in Practice 720								
Assessment strategies. Assessment in telematic education. Assessment of professional practice. Assessment of learning. Performance assessment. Assessment within NQF								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
context.								
AQA 780	EP	A/E						12
Research Project 780								
Write a short report. Small-scale action research in the school or work place. Research proposal development. Use qualitative and/or quantitative methods								
CAE 712	CS	E				1		12
Assessment of Educational Programmes 712								
The purpose of this module is to enable the candidate to master assessment techniques pertaining to educational programmes.								
CDD 710	CS	E						12
Curriculum Development 710								
Principles and foundations of curriculum/programme design and development. International and national models and trends in curriculum/programme development. Principles of outcome-based programming in the SAQA context. Curriculum development models and instruments in action. Situation and task analysis, needs assessment. Development. Dissemination. Implementation as a change process. Assessment and evaluation.								
CDV 780	CS	A/E						12
Research Project 780								
Write a short report. Small-scale action research in the school or work place. Research proposal development. Use qualitative and/or quantitative methods.								
CEL 712	CS	E						12
E-learning 712								
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						12
Facilitating Learning 710								
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						12
Computer-based Assessment 722								
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	A/E						12
Research Project 780								
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	E						12
Computers as Cognitive Tools 720								
The purpose of this module is to enable the candidate to master computer-integrated techniques pertaining to cognitive tools.								
CTM 710	CS	E						12

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
Instructional Tools and Multimedia 710								
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.								
EDI 720	CS	E						12
Educating for Diversity 720								
Visions of education for a multicultural society strive for equity of opportunity to learn, largely through the convergence of three practices: heterogeneous grouping, highly interactive instruction that appeals to a wide variety of learning styles, and inclusive curricula.								
A constructivist understanding of education, in which learners are active architects of meaning, permeates this collaborative vision of education. From a multicultural perspective, all students should receive an education that continuously affirms human diversity; one that embraces the history and culture of all racial groups and that teaches people to take charge of their own destinies.								
EDS 710	CS	A/E						12
Educational Studies 710								
Meta theories in education: empiricism. Rational empiricism. Critical rationalism. Critical theory. Phenomenology. Hermeneutics. System theory. Philosophies in education: traditional philosophies; indigenous (African) philosophies. The influence of modernism and postmodernism on education. Comparative perspectives on learning theories and their meaning for education.								
FBO 731	EPS	E						16
Financial Management 731								
Legal frame of reference. Financial management. Structures. Managing finances. Entrepreneurship and project management. Economics of education.								
GBG 720	CS	A&E						12
Asset-building and Community Development 720								
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.								
GBR 710	EP	A&E						12
Family Counselling 710								
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.								
GDL 720	CS	A&E						12
Community Service-learning 720								
Conceptual framework for community engagement, community service and service-learning; Citizenship; Essential principles in combining service and learning; Meaning and relevance of community service-learning; Components and Models for service-learning; Programme characteristics of effective service-learning; Fundamentals of service-learning partnerships; Developing infrastructure for service-learning and community engagement; Service-learning project.								
IDD 720	CS	E						12
Instructional Design and Development 720								
In-depth study of contemporary models for instructional design. Instructional and learning strategies. Accommodating learner differences. Instructional use of computers. Learning								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
styles and facilitating of learning. Measurement and assessment. Team teaching.								
KDW 710	EP	E						12
Child Development 710								
Analysis of the contents of child development theories. Development theories: psycho-analytical (Freud and Erikson); Behaviouristic and social learning theory. Cognitive and language development (Piaget and Vygotsky); Humanistic theory; Ecological theory; Value orientated theories and moral development (Kohlberg). Community Service Learning.								
KGG 710	EP	A/E						12
Child Mental Health 710								
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.								
KIL 720	CS	A&E						12
Curriculum and Instructional Leadership 720								
Professional development as educator; Professional practice; Reflection and development; Social accountability; Community of scholars; Academic scholarship; Scholarship and lifelong learning; Internal validity and accountability; Acquiring competences in curriculum development and instructional design; Leading and managing curriculum change.								
LDS 710	EP	A/E						12
Learning Differences 710								
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.								
LOT 710	EP	A/E						12
Career Development 710								
Career psychology and an introduction to career development theories. Career counselling. Life skills and career development. Career education. Career development for South Africa (Indigenous Knowledge Systems).								
LVO 731	EPS	E			1			16
Educational Leadership 731								
Leadership and management. Leadership theories. Leadership skills. Research for leadership practice.								
MBE 731	EPS	E						16
Human Resource Management 731								
Legal frame of reference. Human resource management process. Labour relations in education. Professionalism.								
NME 715	CS	A/E						12
Foundation of Educational Research 715								
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						12
Introduction to Quantitative Research 725								
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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
Parametric versus non-parametric tests. Some test statistics [e.g., F-test and T-test].								
NME 740	EPS	A/E						12
Introduction to Qualitative Research 740								
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 781	EPS	A/E						16
Values and Human Rights 781								
Theory and practical research on: Values in education; Human rights and democracy; Diversity; Managing values and human rights in education.								
NOS 780	EP	A/E						12
Research Project 780								
Research project of limited scope. Application of quantitative and/or qualitative research methods. Writing a research report and presenting a research paper in a team.								
OPR 700	EP	A/E						24
Educational Psychological Practice 700								
Ecosystemic, 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. Interdisciplinary collaboration and referral expertise.								
OSP 700	EP	A/E						24
Educational Psychological Psychometrics 700								
Ecosystemic, 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 labeling. Assessment paradigms in culturally diverse settings. Ethical issues surrounding psychological assessment of the child/family. The educational psychologist as assessor.								
OWG 720	CS	A&E						12
Community Education 720								
Goals and principles of community education; asset-based approach; major components in community education: schools as community centres; 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. Community Service Learning.								
OWR 731	EPS	E						16
Education Law and Policy 731								
Interpretation and implementation of policy and law. Human rights. School governance. School safety. Learner discipline.								
OWT 731	EPS	E						16
Theories in Education Management 731								
Models in education management; The management of change; Organisational management.								
QPI 711	CS	E						12

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
Quality Assurance Approaches and Instruments 711								
This module is designed to equip the education, training and development (ETD) provider with a sound knowledge base on quality assurance, assessment and accreditation requirements within the context of the National Qualifications Framework (NQF) outcomes-based education and training system.								
It also aims to enable ETD providers to practically set up and manage a quality assurance system for education and training that will assure long-term accreditation. Demonstrate an ability to apply the conceptual framework of the quality management system. Demonstrate an understanding of the key roles and functions of management in designing and managing the quality management system.								
SLB 700	EPS	A/E						24
School Counselling 700								
Ecosystemic, asset-based approach to counselling and guidance within the school context. School as nodes of support within a community. The promotion of safe schools, care and counselling of children, families and staff, crisis and trauma counselling of children, families and staff. Solution-focused and short term support strategies regarding emotional, behavioural, social, career development and learning related aspects.								
TNO 711	CS	A/E						12
Technology Education in Practice 711								
A learner will be able to design, implement and assess technology tasks from an outcomes-based approach. 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						12
Technological Competencies 721								
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						12
Technology Education Fundamentals 740								
A learner will conceptualise technology, technology education and the technological process within a national and international framework. 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. 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	A/E						12
Research Project 780								
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	A/E						12
Research Project 780								
Write a research report of limited scope. Small-scale action research in the teaching/training situation or community development. Research proposal development.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
Use quantitative and/or qualitative methods.								
VWL 710	CS	A/E						12
Learning in Adulthood and Facilitating Learning 710								
The context and provision of adult learning. Adult development and learning. The learning process. The learning transaction with adults. Learning theories. Reflections on practice. Facilitating learning aimed at the diverse needs of learners; learning styles and multiple intelligences.								

6. MAGISTER EDUCATIONIS (MEd)

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
AFB 880	EPS	A&E						15
Accountability and Financial Management in Education 880								
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.								
AQA 880	CS	A&E						15
Assessment and Quality Assurance 880								
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.								
ASK 880	CS	A/E						15
Assessment in the Classroom 880								
Theoretical grounding of classroom assessment, as well as the design and development of strategies and techniques to assess and monitor achievement. The use of the results of assessments in the monitoring of achievement for quality assurance purposes.								
BOP 804	EP	A/E						15
Career Orientation Pedagogics 804								
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		1				15
Evaluation and Assessment of E-Learning 880								
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 programmes, Testing and assessment, criteria for assessment and evaluation, and reporting of research information.								
EDL 880	EPS	A/E						15
Educational Management and Leadership 880								
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, transformative and servant leadership in educational contexts. The								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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.								
ENO 811	CS	A/E						20
Foundations of Environmental Education 811								
Environmental education, paradigms, philosophies, ideologies, ethos, social vs environmental paradigms, ecocentrism, anthropocentrism, techno-centrism, empirical, hermeneutic and critical theories. Environmental education principles, issues, symptoms, own learning experiences. Individual environmental responsibility, cooperation, complexity, critical, creative, cognitive skills. Experimental learning activities, ethical principles, social principles, ecological principles. Economics, Science and politics in environmental issues. Personal commitments of care and respect for the environment.								
ENO 821	CS	A/E						20
Teaching and Learning Strategies 821								
Environmental education learning tasks: foundation of initiating learning. Learning task design process : criteria, format and presentation. Engagement. Sustainability as object, meta-learning : strategies. Multiple intelligences. Teaching styles and strategies. Learning theories and learning styles. Thinking modes: planning, monitoring, evaluating, novel assessment tools and creativity. Products, resources, personality, the environment and process, creative problem solving, mega life skills, cooperative learning and requirements : group size, composition, positive interdependence, individual accountability, promoting interaction, evaluation, roles and functions.								
ENV 810		E						20
Environmental Paradigms 810								
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		E						20
Environmental Governance 811								
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, perverse subsidies, and environmental decisionmaking. International agreements, environmental education, participatory role appraisal, negotiation and environmental conflict resolution.								
ENV 812		E						20
Environmental Analysis, Assessment and Modelling 812								
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 auto-correlation, regression, risk assessment, social impact assessment.								
ENV 895	CS	A/E						120
Dissertation of limited scope 895								
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	A/E						90

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
Dissertation of limited scope 895								
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	E						15
Facilitating Learning 880								
Designing, presenting and having challenging learning experiences executed to maximise learner's potential. Facilitating meta-learning and its composite thinking and creativity skills to acquire the intrapersonal or mega life skills. Facilitating cooperative learning and its 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		E						20
Philosophy of the Environment 886								
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 880								
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.								
GBO 880	CS	A&E						15
Community Building and Education 880								
Community development and community building; building a base for community building; building communities from the inside out; beliefs, assumptions, values and principles that underpin community building; schools and communities: an asset-based approach; sustainable community building blocks; partnership in education.								
GBO 895	CS	A/E						90
Dissertation of limited scope 895								
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		A/E						20
Ecotourism 887								
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	A/E						15
Advanced Measurement and Instrumentation 880								
This module covers the subject, development and application of advanced measuring techniques and measuring instruments as it applies to the measurement and assessment of scholastic achievement.								
HSK 880	CS	A/E						15
Whole School Evaluation and Classroom Assessment 880								
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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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.								
IAO 880	CS	E		2				15
Information Technology for Distance Education 880								
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						15
Implementation and Management of E-Learning 880								
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 choose between auditing an existing strategic management set-up, or executing their own software development project in which they develop a learning program, either in Authorware or Flash. They can also select the level at which they wish to work, i.e. school, post-secondary or adult education.								
INP 880	CS	A/E						15
Monitoring in Education: International and National Perspectives 880								
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 a masters project and be related to their compulsory internship at an appropriate institution.								
IOO 880	CS	E		1				15
Instructional Design and Development 880								
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	A/E						15
Quality Assurance, Evaluation and Assessment at System Level 880								
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	A/E						90
Dissertation of limited scope 895								
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	A/E						15
Curriculum Studies and Evaluation in Science and Technology Education 880								
A theoretical and practical study of curriculum development and implementation; curriculum models and paradigms – international perspectives; curriculum innovations in science education; curriculum research and history; Approaches to assessment and evaluation of								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
curriculum in the sciences.								
KVW 880	CS	A/E						15
Quality Assurance in the Workplace 880								
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	A/E						15
Leadership and Management of Learning in Education 880								
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 Human Resources in Education 880								
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 880								
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.								
LOB 880	CS	A/E		1				15
Learning Theories and Instructional Approaches in Science and Technology Education 880								
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.								
MII 880	CS	A/E						15
Measurement and Instrument Development 880								
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	A/E						15

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
Research Design and Tools 880								
This module will build upon the first fundamental module. 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-ti.								
NME 810	CS	A/E						15
Research Methodology 810								
Methodology and ideology. Basic principles of quantitative and qualitative methods. Action research. Critical discourse analysis, organisational and paradigm analysis.								
NTO 880	CS	A/E						15
New Frontiers and Development in Science and Technology Research and Practice 880								
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 895	CS	A/E						90
Dissertation of Limited Scope 895								
Dissertation of limited scope conducted under supervision on any identified and selected problem in the area of science and technology education.								
ODD 874	EP	A/E						15
Orthodidactical Theory and Diagnostic Assessment 874								
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	A/E						15
Orthodidactical Assistance 874								
Learning support in South Africa: contextualisation; the learner and learning support; inclusive education; learning support: micro-level; group work.								
OMS 883		A/E						20
Polar and Mountain Environments 883								
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.								
OOG 810	CS	A&E						15
Education, Development and Globalisation 810								
Regional and global perspectives. Multi/intercultural education and values. Gender and the environment. Economics of education.								
OPG 804	EP	A/E						15
Orthopedagogics 804								
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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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	A/E						15
Educational Psychology Practice 800								
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						15
Education Essence 880								
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	A/E						15
Parent Education 804								
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.								
OWR 880	EPS	A&E						15
Education Law 880								
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.								
OWR 895	EPS	A/E						120
Dissertation of limited scope 895								
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	E						15
Professional Development 880								
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 880								
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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
assessment.								
PRE 880	CS	E						15
Programme Evaluation 880								
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	A/E						15
Programme Evaluation: Theories and Debates 880								
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 a master's project and be related to their compulsory internship at an appropriate institution.								
RGO 895	CS	E						90
Dissertation of limited scope 895								
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.								
SVE 880	CS	A/E						15
School Improvement and Effectiveness 880								
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.								
TOT 880	CS	E						15
Theory of Teaching and Training with Technology 880								
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 880								
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.								
VSP 880	EPS	A/E						15
Comparative School Management and Practicum 880								
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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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	A/E						15
Science, Technology and Society 880								
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.								

7. DISTANCE EDUCATION

ADVANCED CERTIFICATE IN EDUCATION (ACE)

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
EDL 401	EPS	E						20
Education Law 401								
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	E						20
Education Management 401								
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	E						20
Education Management 402								
Problem solving, decision-making. Communication to improve interpersonal relations. Conflict management. Negotiation strategies, management of change in education.								
EDO 401	EPS	E						20
Organisational Management 401								
Management in a multicultural organisation in South Africa. 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.								
EDO 402	EPS	E						20
Organisational Management 402								
Organisational theory. Management of change. School administration. Information management. Budget. Administration of school fees. Management of facilities. Stock control.								
EDS 401	CS	E						20
The Social Context of Education and Professional Development 401								
Multicultural education; the social context in which tolerance to diversity may develop. HIV/AIDS and education; the complex nature of the HIV/Aids pandemic. Life skills and education; A theoretical framework. Sexuality and education; value systems; cultural differentiation and traditions. Self-development and learning mediation.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
LAP 401	EP	E						20
Classroom-based Assessment 401								
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	EP	E						20
Practical Experience 402								
Assessment, interviewing and intervention with learners with special education needs. Written report on findings.								
LSR 402	EP	E						20
Learning Support Programmes 402								
Establishment of learning support programme. Provision of a learning support programme. Learning support sessions. Evaluation of learning support programmes. Practical experience.								
LWP 401	EP	E						20
Theoretical Framework for Learning Support 401								
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	EP	E						20
Learners with Problems 402								
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(HONOURS)**EDUCATION MANAGEMENT, LAW AND POLICY**

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
EDS 721	EPS	E						12
Educational Studies 721								
Meta-theories in education: empiricism. Rational empiricism. Critical rationalism. Critical theory. Phenomenology. Hermeneutics. System theory. Philosophies in education: traditional philosophies; indigenous (African) philosophies. The influence of modernism and postmodernism on education. Comparative perspectives on learning theories and their meaning for education.								
ELP 721	EPS	E						12
Education Law and Policy 721								
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 factors 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	E						16
Financial Management 711								
Financing of education. Critical analysis of legislation and policy documents related to								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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	E						16
Human Resource Management 711								
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	E						12
Educational Leadership 711								
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	E						12
Foundation of Educational Research 731								
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	E						12
Introduction to Quantitative Research 732								
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 and T-test].								
NME 733	EPS	E						12
Introduction to Qualitative Research 733								
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.								
OWB 781	EPS	E						20
Values and Human Rights 780								
The focus is on how to manage values, human rights and democracy in schools. It is a research and management based course that requires students to undertake a project focused on a topical issue of immediate importance to schools. Students submit a report on the project launched within the school.								
OWR 721	EPS	E						16
Education Law and Policy 721								
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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
PSE 722	EPS	E						12
Policy Studies in Education 722								
Themes that will be studied include: 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	E						12
Theories in Education Management 711								
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.
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 the best 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.