

**FACULTIES OF THE
UNIVERSITY OF PRETORIA**

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

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University of Pretoria
PRETORIA
0002**

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the *University of Pretoria*.

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**FACULTY OF EDUCATION
ACADEMIC PERSONNEL AS ON 1 NOVEMBER 2008 (FOR 2009)
THE FINAL INFORMATION REGARDING THE PLACEMENT OF STAFF IN THE NEW
DEPARTMENTS, WAS NOT AVAILABLE AT THE TIME OF PUBLICATION.**

DEAN

Prof I Eloff BA(Potchefstroom)
HOD BEd MEd(Educational Psychology)(Pretoria)
PhD(Stellenbosch)

SCHOOL FOR EDUCATIONAL STUDIES

School Chair

Prof WJ Fraser (Department of Curriculum Studies)

Department of Curriculum Studies (CS)

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DEd(Unisa) THED NTD CBIOL FIBiol M.Akad.SA	
Bar-On, R., BA(California State) MA(Pepperdine)	Extraordinary Professor
PhD(Rhodes)	
Lillejord, S., MA Dr. Philos(Bergen).....	Extraordinary Professor
Trollip, S.R., BSc(Witwatersrand) MSc PhD(Illinois)	Extraordinary Professor
Maree, J.G., BA BEd MEd DEd PhD DPhil	Professor
HED(Pretoria) M.Akad.SA M.ASSAF	
Van Rooyen, L., BA(Unisa) BEd MEd PhD(Pretoria)	Professor
HED(Unisa)	
Howie, S.J., BA(Stellenbosch) BA(Hons)(Cape Town)	Professor
MEd(Witwatersrand) PhD(Twente)M.ASSAF	
Hartell, C.G., BA(Unisa) BEd MEd PhD(Pretoria)	Associate Professor
ED(ROK)	
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M.Akad.SA	
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MA(Natal) PhD(Pretoria)	
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DEd(Pretoria) THED	
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Scherman, V., BA(Hons) MA PhD(Pretoria)	Senior Lecturer
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Mihai, M.A., BA HED BA(Hons) MEd(Pretoria)	Lecturer
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Department of Education Management and Policy Studies (EPS)

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MEd(RAU) DEd(Pretoria) M.Akad.SA	
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Ed.D(Massachusetts)	
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DEd(RAU) MDiac (Unisa)	
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MEd(Cape Town) PHD(Witwatersrand)	
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Ogina, T.A.,BEd(Kenyatta)BEd MEd PhD(Pretoria).....	Lecturer
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Mohangi, K., HDE BA BEd(Unisa) MEd(KwaZulu-Natal)	Lecturer
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SCHOOL OF TEACHER TRAINING

School Chair

Prof GOM Onwu(Department of Science, Mathematics and Technology Education)

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PhD(Unisa)

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Botha, J.J., BCom HED(Free State) FDE(SACTE) MEd(TUT) Lecturer

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Haupt, M.M.C., BA(Pretoria) HED BA(Hons)(Unisa) Lecturer
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MSc(Pretoria)

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MSc(Witwatersrand)

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Randall, E.S., BSc(Pretoria) BEd(Unisa) Junior Lecturer

Department of Social Studies Education (SS)Van der Walt, C.A., BA(Hons)(Potchefstroom) Senior Lecturer (Acting Head)
MA(Unisa) HED

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Steyn, M.G., BA HED(Pretoria) BEd(Unisa) MEd(RAU) Lecturer
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Swart, R., BBibl(Free State) HED(Unisa) Lecturer

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MA DLitt et Phil(Unisa)

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Botha, A., BA(Ed)(Port Elizabeth) BA(Hons)(Pretoria) Lecturer

Cloete, D.J., BA(Hons)(Unisa) HED MEd(Pretoria) Lecturer

Education 2009

De Jager, L.J., BA(Ed)(RAU) MA(Stellenbosch)	Lecturer
Dippenaar, A.J.F., BEd(Vista) BA(Hons) MA PhD	Lecturer HED(Potchefstroom)
Engelbrecht, A., BA(Ed) MEd(Pretoria) BA(Hons)(Unisa).....	Lecturer
Joubert, J.M., BA(Hons) THED(Pretoria)	Lecturer
Skeen, M.I., BA(Potchefstroom) BMus(Hons).....	Lecturer MMus(Pretoria) HED
Van Wyk, E.M., BA(Ed)(Pretoria)	Lecturer
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Department of Early Childhood Education (ECE)

Phatudi, N.C., BA(Paed)(University of the North) HED	Head (Unisa) BEd(Rhodes) MPhil(Stellenbosch) PhD(Pretoria)
Alant, E., MA(Log) DPhil(Pretoria)	Extraordinary Professor
Botha, A.C., TED FDE BA(Unisa) BA(Hons) (Pretoria)	Lecturer
Botha, M., HED(Pretoria) BA BEd(Hons) MEd(Unisa)	Lecturer
Clasquin-Johnson, M., HDE BEd(Hons) MEd(Unisa)	Lecturer
Joubert, J.C., BA(Potchefstroom) HED BEd(Unisa).....	Lecturer MEd PhD(Pretoria)
Van Heerden, J.C., BPrimEd BEd(Hons)(Pretoria) MTech(TUT).....	Lecturer

Unit for Distance Education

Hendrikz, J., THED(GOK) FDE(SACTE) CDE BA(Unisa)	Manager BEd(Hons) MEd DEd(Pretoria)
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Student Administration

Joubert, M.H., BCom(Pretoria)	Head
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CENTRES IN THE FACULTY OF EDUCATION

UNESCO-ICBA Centre

Onwu, R.M., BEd(Hons)MEd(Ibadan)	Head and Programme Coordinator
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Joint Centre for Science, Mathematics and Technology Education

Hattingh, A., BSc BEd MEd PhD HED(Pretoria) M.Akad.SA	Director
---	----------

Centre for Evaluation and Assessment

Howie, S.J., BA(Stellenbosch) BA(Hons)(Cape Town)	Director MEd(Witwatersrand) PhD(Twente) M.ASSAF
---	--

Centre for Education Law and Policy

Joubert, H.J., BSc THED FDE MEd PhD(Pretoria)	Director
---	----------

DEPARTMENT OF LIBRARY SERVICES

Van Wyk, B.J., BA HED BBib(Hons) MIS(Pretoria).....	Head
Delport, S., THED(Potchefstroom)	Information Specialist Dip in Special Education(Unisa)

Moropane, M.F., BA(Pretoria) STD Information Specialist
(CN Phatudi College of Education)
Venter, A.C., BBib(Potchefstroom) BBib(Hons)..... Information Specialist
BA(Hons)(German)(Pretoria) BA(Hons)(Russian)(Unisa)

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.

National Senior Certificate

All undergraduate candidates who enroll at the University of Pretoria for the first time, must show their original National Senior 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 levels 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.

Residence accommodation

Applications for accommodation in university residences for a particular year should be submitted as from March 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 orientation week

Details of the welcoming day to which all parents are cordially invited, and the subsequent academic orientation 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 reserves the right to amend the regulations and to change module fees without prior notification.

Please note: The fees advertised and thus levied in respect of a module or study programme presentation represent a combination of the costs associated with the formal services rendered (for example lectures, practicals, access to laboratories, consumables used in laboratories, etc) as well as associated indirect overheads such as the provision of library and recreation facilities, security and cleaning services, electricity and water supply, etc. Therefore the fees in respect of a module or study programme presentation cannot simply be reconciled with the visible services that are rendered in respect of such module or study programme.

Information literacy

The Department of Library Services 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 at 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 is 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.

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

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 2009.

1. Admission to degree studies (See General Regulations 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 National Senior 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 National Senior Certificate.
- (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.

Abovementioned candidates are requested to contact the Faculty Administration for more information regarding admission requirements.

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

A sub-minimum of 40% is required for the year- and/or semester mark for admission to the examination in each module. A student who obtains a final mark of 40–49% in a module qualifies for a supplementary examination. If a pass mark has been obtained in a module, but the required sub-minimum of 40% has not been obtained in the examination, the student will have to write a supplementary examination. A final mark of at least 50% is required to pass a module. The pass mark for dissertations of limited scope is at least 50%. The stipulations of G60.2.1.2(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 sub-minimum 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 requirements

- (a) 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 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. Computer and Information Literacy (CIL) and Academic Literacy (EOT) are not calculated towards the number of modules passed;
 - 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: With the proviso that faculty boards may stipulate other requirements for progress that students must comply with in order to be readmitted.
- (b) 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.
- (c) Regulation G.3.2 is *mutatis mutandis* applicable to students from other tertiary institutions who register at the University.
- (d) Students can be promoted to the fourth year of study only if all the modules of the first three years have been passed.

6. Responsible and ethical research

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

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

E.1 BACCALAUREUS EDUCATIONIS (BEd)**(a) Admission requirements for the Faculty of Education for candidates with a National Senior Certificate from 2009**

To be able to gain access to the faculty and specific programmes prospective students require the appropriate combinations of recognised NSC subjects as well as certain levels of achievement in the said subjects. In this regard the determination of an admission point score (APS) is explained and a summary of the faculty-specific requirements, i.e. (APS) and the specific subjects required is provided.

Determination of an Admission Point Score (APS)

The calculation is simple and based on a candidate's achievement in six 20-credit recognised subjects by using the NSC ratings that is the 1 to 7 scale of achievement. Thus, the highest APS that can be achieved is 42.

Life Orientation is excluded from the calculation determining the APS required for admission per faculty.

Rating code	Rating	Marks %
7	Outstanding achievement	80-100%
6	Meritorious achievement	70-79%
5	Substantial achievement	60-69%
4	Adequate achievement	50-59%
3	Moderate achievement	40-49%
2	Elementary achievement	30-39%
1	Not achieved	0-29%

Preliminary admission is based on the results obtained in the final Grade 11 examination. Final admission is based on Grade 12 results.

Please note: The final Grade 12 results will be the determining factor with regard to admission.

Alternative admission channels: Candidates with an APS lower than required could be considered for admission to the faculty if they meet the additional assessment criteria specified by the faculty from time to time. Preference will, however, be given to students who comply with the regular admission requirements of the faculty.

(b) Specific admission requirements for the Faculty of Education

1. A valid National Senior Certificate with admission for degree purposes.
2. The following minimum subject and level requirements:

Degree	APS	Group A			Group B
		Two Languages	Mathematics or Mathematical Literacy	Life Orientation	3 Other subjects
All BEd degrees	<p>1. Candidates with an APS of 22 and higher will be given preference.</p> <p>2. Candidates with an APS of 21-19 will have to write the Admissions Test of the University of Pretoria and be considered by the Admissions Committee of the Faculty for admission.</p> <p>3. Candidates who obtain Gr12 without endorsement will have to comply with all the requirements set, as well as writing the Admissions Test of the University. They should also obtain a 4(50-59%) rating code in at least one of the 3 subjects mentioned in Group B.</p> <p>4. The BEd(FET) Natural Sciences: Life Sciences or Physical Sciences passed with a rating code of 4(50-59%) in Gr 12.</p> <p>5. Students who are admitted on account of the Admissions Test to the BEd(FET) Natural Sciences will be selected to enrol for the Extended programme in the BEd: FET(Natural Sciences). The elective modules will be presented in an extended manner for two years to ensure that students have a proper basis to complete their BEd degree in 5 years.</p>	4(50-59%) in two languages (at Home Language or First Additional Language levels): Afrikaans and English or Afrikaans/English and another recognized language Mathematics or Mathematical Literacy	4(50-59%). Not taken into consideration when calculating the APS	Any three subjects	

(c) **Duration**

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

(d) 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.

A final year BEd-student requiring a maximum of 4 semester modules or the equivalent thereof to complete his or her degree, with a final mark of 40% in each, may be admitted to a special examination, during January of the following year. If the special examination is conducted before 1 February, a student is not required to register again and the examination is treated as a supplementary examination. If the special examination is conducted on or after 1 February, the student must register again for the module(s) in question and the lecturer may demand that a semester mark be obtained in an appropriate manner. In such a case, the result of the examination will not be taken into consideration with a view to the graduation ceremonies in March/April.

(e) Class attendance

The teacher education programmes of the Faculty of Education have been approved and accredited by the Department of Education and programme managers are obliged to comply with the minimum criteria specified by the department.

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

(f) Degree with distinction:**(i) 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, an average of 75% in all the modules in the field of specialisation, an average of 75% in all the modules of one elective subject at second-year level and an average of 75% in all the modules of Teaching Practice.

(ii) 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, an average of 75% in all the modules of each of the two elective subjects at third-year level and an average of 75% in all the modules of Teaching Practice.

(iii) BEd FET (EMS)

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

(g) Module prerequisites

(i) Art (JKU 100): Art passed in Grade 12(40-49%) is required for admission to Art. Alternatively a portfolio of own art works needs to be submitted.

Art (JKU 200): Art passed at 100 level.

(ii) Botany (JPK 110): A rating code of 4(50-59%) in Life Sciences in Grade 12 is required for admission.

JPK 120: JPK 110 = 40%

- JPK 210:** JPK 110 or JPK 120 passed with 40% in the other module;
JPK 220: JPK 120 or JPK 210 passed with 40% in the other module;
JPK 310 and JPK 320: JPK 210 or JPK 220 passed with a 40% in the other module.
- (iii) **Chemistry (JCH 110) and Physics (JFK 110):** A rating code of 4(50-59%) in Physical Science in Grade 12 is required for admission.
JCH 120: JCH 110 = 40%
JCH 210: JCH 110 or JCH 120 passed with 40% in the other module;
JCH 220: JCH 120 or JCH 210 passed with 40% in the other module;
JCH 310 and JCH 320: JCH 210 or JCH 220 passed with 40% in the other module.
JFK 120: JFK 110 = 40%
JFK 210: JFK 110 or JFK 120 passed with 40% in the other module;
JFK 220: JFK 120 or JFK 210 passed with 40% in the other module;
JFK 310 and JFK 320: JFK 210 or JFK 220 passed with 40% in the other module.
- (iv) **Computer Application Technology (RTT 100):** A rating code of 4(50-59%) in Computer Application Technology or Information Technology in grade 12 is required, otherwise Computer Application Technology 110, 120 must be taken.
- (v) **Computer Application Technology (RTT 120):** A pass in RTT 110.
- (vi) **Design and Technology (JOT 210 and 220):** JOT 151, 152 and 120 passed.
Design and Technology (JOT 310, 353 and 354): JOT 210 and 220 passed.
- (vii) **Economic and Management Sciences:**
• See page 27.
- (viii) **Engineering Graphics and Design (JTT 110 and 120):** A rating code of 3 (40-49%) in Grade 12 is required for admission.
- (ix) **English (JEN 151, 152, 153, 154):** English (Home Language or First Additional Language), a rating code of 4(50%-59%) in Grade 12 is required for admission.
- (x) **General Science (JWT 114):** A rating code of 4(50-59%) in Mathematics and/or Physical Science in Grade 12 is required for admission. **JWT 215 and JWT 225:** JWT 114 or JWT 124 passed. **JWT 314 and JWT 324:** JWT 215 or JWT 225 passed.
- (xi) **Human Movement Studies (JMB 111):** Only students who are water-skilled will be allowed to register for the module Human Movement Studies.
- (xii) **Language across the curriculum (JTK 300):**
In the case of a student not having had Afrikaans as a subject in grade 12, he/she may choose an alternative language module approved by the Head of Department.
- (xiii) **Mathematics(JWS) and General Mathematics(JAW):** A rating code of 4(50-59%) in Mathematics in Grade 12 is required for admission to Mathematics (JWS 110 and JWS 120) and a rating code of 3(40-49%) is required for General Mathematics (JAW 110 and JAW 120).
JWS 120: JWS 110 = 40%
JWS 210: JWS 110 or JWS 120 passed with 40% in the other module;
JWS 220: JWS 120 or JWS 210 passed with 40% in the other module;
JWS 310 and JWS 320: JWS 210 or JWS 220 passed with 40% in the other module.
JAW 120: JAW 110 = 40% or JWS 110 = 30%;

JAW 210: JAW 110 or JAW 120 passed with 40% in the other module;
JAW 220: JAW 120 or JAW 210 passed with 40% in the other module;
JAW 310 and JAW 320: JAW 210 or JAW 220 passed with 40% in the other module.

- (xiv) **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 must be completed.
- (xv) **Professional Studies (JPS 120):** A final mark of 40% for JPS 110.
- (xvi) **Teaching Practice (JPO):**
 Students:
- must pass JPO 280 before being admitted to JPO 380;
 - must pass both JPO 280 and JPO 380 before being admitted to the fourth-year internship (JPO 452 and JPO 453);
 - must 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.
- (xvii) **Zoology (JDK 110):** A rating code of 4(50-59%) in Life Sciences in Grade 12 is required for admission
JDK 120: JDK 110 = 40%;
JDK 210: JDK 110 or JDK 120 passed with 40% in the other module;
JDK 220: JDK 120 or JDK 210 passed with 40% in the other module;
JDK 310 and JDK 320: JDK 210 or JDK 220 passed with 40% in the other module.
- (xviii) **The following modules may not be taken simultaneously:**
- General Mathematics and Mathematics
 - Learning Support, Guidance and Counselling, Learners with Special Needs Education and Life Orientation.

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)
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Package coordinator: Ms M Clasquin-Johnson, Tel: 012 420 5521
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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

MODULE DESCRIPTION	MODULE CODE	CREDITS				PPW
		Y1	Y2	Y3	Y4	
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 2/4
Teaching Practice	JPO 280 JPO 380 JPO 452, 453		6	6	42	
Classroom Literacies	JKL 251		3			1
First Aid	JNH 454				3	
ELECTIVES						
ELECTIVE 1: FIELD OF SPECIALISATION (COMPULSARY)						
Foundation Phase Studies	JFP 110	6				2
ECD studies	JVK 130	12				3
Resources and Material	JHM 120	6				2
Special Needs Education	JSN 110	6				2
Early Numeracy	JGS 120	6				2
Early Literacy	JGL 120	6				2
Human Movement Studies	JMB 230		6			2
Learning Area: MLMMS	JLW 210		6			1
Music Education	JMO 240		6			2
Assessment	JAS 220		6			2
Literacy Programme	JGL 220		12			3
Learning Area: LLC	JLG 310			6		2
Art Education	JKO 310			6		2
Numeracy Programme	JGS 310			12		3
Learning Area: NS and Technology	JST 320			12		2
Health and Safety	JGV 320			6		2
Management of Programmes	JBA 461				6	3
Literacy Programme	JGL 451				6	2
Learning Area: LO, HSS and EMS	JLB 451				12	2
Life Skills Programme	JLP 451				12	2
ELECTIVE 2: (Choose 1)						
ECD Studies Or	JVK 120, 210, 320, 454	12	12	12	12	3
Special Needs Education	JSN 120, 210, 320, 454	12	12	12	12	3
ELECTIVE 3: (Choose 1)						
Block A						
Afrikaans	JAF 110, 120 JAF 210, 220	20	20			2 2

MODULE DESCRIPTION	MODULE CODE	CREDITS				PPW
		Y1	Y2	Y3	Y4	
History	JGD 110, 120	20				2
	JGD 210, 220		20			2
Music Education	JMO 101, 102, 103, 104/108	20				4
	JMO 201, 202, 203, 204/208, 205, 206		20			5
BLOCK B						
General Science	JWT 114, 124	20				4
	JWT 215, 225		20			4
Art	JKU 100, 105	20				4
	JKG 200, JKU 201		20			6
Geography	JGF 111, 121	20				3
	JGF 211, 221		20			3
Religion Studies	REL 151, 152, 153,154	24				2
	REL 210, 220		40			2
BLOCK C						
Mathematics	JWS 110, 120	20				4
	JWS 210, 220		20			4
General Mathematics	JAW 110, 120	20				4
	JAW 210, 220		20			4
Design and Technology	JOT 151, 152, 120	20				4
	JOT 210, 220		20			4
BLOCK E						
English	JEN 151, 152, 153,154	20				2
	JEN 251, 252, 253,254		20			2
Total number of credits per year		130	126	126	117	

(ii) INTERMEDIATE PHASE (Code 09133020)
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Package coordinator:

Dr E Gaigher Tel: 012 420 5663

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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				3
	OPV 261, 262, 263, 264		40			3
	OPV 361, 362, 363, 364			60		4

Education 2009

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
Classroom Literacies	JKL 251		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	
METHODOLOGY OF ELECTIVES						
Choose 2 in accordance with the electives. The methodologies chosen in 2nd year to be taken in 3rd and 4th year.						
Methodology of Afrikaans	JMA 200, 300, 451		6	12	6	1/2/2
Methodology of Geography	JMG 200, 310, 320, 451		6	12	6	1/2/2/2
Methodology of History	JMH 200, 300, 451		6	12	6	1/2/2
Methodology of Religion Studies	JMF 200, 300, 451		6	12	6	1/2/2
Methodology of Music Education	JMM 200, 300, 451		6	12	6	1/2/2
Methodology of General Science	JMN 204, 304, 454		6	12	6	1/2/2
Methodology of Art	JMK 201, 301, 451		6	12	6	1/2/2
Methodology of Mathematics	JMW 200, 300, 451		6	12	6	1/1/2
Methodology of General Mathematics	JMW 200, 300, 451		6	12	6	1/2/2
Methodology of Design and Technology	JMC 200, 300, 451		6	12	6	1/2/2
Methodology of Information Technology (IT)	JMR 200, 300, 451		6	12	6	1/2/2
Methodology of Learning Support	JMD 207, 307, 457		6	12	6	1/2/2
Methodology of Human Movement Studies	JML 200, 300, 451		6	12	6	1/2/2
Methodology of English	JME 200, 300, 451		6	12	6	1/2/2
Methodology of Computer Application Technology	JMI 200, 300, 451		6	12	6	1/2/2
ELECTIVES						
Choose 3 of which Learning Support 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

History	JGD 110, 120 JGD 210, 220 JGD 310, 320	20	20	24	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 215, 225 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
Geography	JGF 111, 121 JGF 211, 221 JGF 311, 321	20	20	24	3	3	3
Religion Studies	REL 151, 152, 153, 154 REL 210, 220 REL 310, 320	24	40	60	2	2	2
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 210, 220 JOT 310, 353, 354	20	20	24	4	4	4
Information Technology (IT)	COS 151, INF 154, 164 JIT 210, INF 272 JIT 310, 320	18	24	24	4/3/3	4	4
Computer Application Technology(CAT)	RTT 100 (With Grade 12 CAT)	20					4
Learning Support	JLD 100 JLD 200 JLD 300	20	20	24	2	2	2
BLOCK D							
Learning Support	JLD 100 JLD 200 JLD 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(CAT)	RTT 110, 120 (Without Grade 12 CAT) RTT 200 RTT 300	20				4 4
Total number of credits per year		122/ 126	142/ 162	180/ 216	120	

(iii) SENIOR PHASE (Code 09133030)

Package coordinator:

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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				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
Classroom Literacies	JKL 251		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	
METHODOLOGY OF ELECTIVES						
(Choose 2 in accordance with the electives. The methodologies chosen in 2nd year to be taken in 3rd and 4th year)						
Methodology of Afrikaans	JMA 200, 300, 451		6	12	6	1/2/2
Methodology of Geography	JMG 200, 310, 320, 451		6	12	6	1/2/2/2

Methodology of History	JMH 200, 300, 451		6	12	6	1/2/2
Methodology of Religion Studies	JMF 200, 300, 451		6	12	6	1/2/2
Methodology of Music Education	JMM 200, 300, 451		6	12	6	1/2/2
Methodology of General Science	JMN 204, 304, 454		6	12	6	1/2/2
Methodology of Art	JMK 201, 301, 451		6	12	6	1/2/2
Methodology of Mathematics	JMW 200, 300, 451		6	12	6	1/1/2
Methodology of General Mathematics	JMW 200, 300, 451		6	12	6	1/2/2
Methodology of Design and Technology	JMC 200, 300, 451		6	12	6	1/2/2
Methodology of Information Technology (IT)	JMR 200, 300, 451		6	12	6	1/2/2
Methodology of Learning Support	JMD 207, 307, 457		6	12	6	1/2/2
Methodology of Human Movement Studies	JML 200, 300, 451		6	12	6	1/2/2
Methodology of English	JME 200, 300, 451		6	12	6	1/2/2
Methodology of Engineering Graphics and Design	JMT 204, 304, 454		6	12	6	1/2/2
Methodology of Computer Application Technology	JMI 200, 300, 451		6	12	6	1/2/2
Methodology of Life Orientation	JLO 200, 300, 451		6	12	6	1/2/2
Methodology of Guidance and Counselling	JMV 200, 300, 451		6	12	6	1/2/2
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
History	JGD 110, 120 JGD 210, 220 JGD 310, 320	20	20	24		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						
Engineering Graphics and Design	JTT 110, 120 JTT 210, 220 JTT 310, 320	20	20	24		4 4 4
Geography	JGF 111, 121 JGF 211, 221 JGF 311, 321	20	20	24		3 3 3
Religion Studies	REL 151, 152, 153, 154 REL 210, 220 REL 310, 320	24	40	60		2 2 2
General Science	JWT 114, 124 JWT 215, 225 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 JAW 210, 220 JAW 310, 320	20	20	24		4 4 4
Design and Technology	JOT 151, 152, 120 JOT 210, 220 JOT 310, 353, 354	20	20	24		4 4 4
Information Technology (IT)	COS 151, INF 154, 164 JIT 210, INF 272 JIT 310, 320	18	24	24		4/3/3 4 4
Computer Application Technology(CAT)	RTT 100 (With Grade 12 CAT)	20				4
BLOCK D						
Learning Support	JLD 100 JLD 200 JLD 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
Life Orientation	JLO 110, 120 JLO 210, 220 JLO 310, 320	20	20	24		2 2 2
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 (CAT)	RTT 110, 120 (Without Grade 12 CAT)	20				4
	RTT 200		20			4
	RTT 300			24		4
Total number of credits per year		122/126	142/162	180/216	120	

(iv) FURTHER EDUCATION AND TRAINING (General) (Code 09133040)
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Package coordinator:

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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				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
Classroom Literacies	JKL 251		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	
METHODOLOGY OF ELECTIVES						
Choose 2 in accordance with the electives. The Methodologies taken in 2nd year to be taken in 3rd and 4th year.						
Methodology of Afrikaans	JMA 200, 300, 451		6	12	6	1/2/2
Methodology of Geography	JMG 200, 310, 320, 451		6	12	6	1/2/2/2

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Methodology of History	JMH 200, 300, 451		6	12	6	1/2/2
Methodology of Religion Studies	JMF 200, 300, 451		6	12	6	1/2/2
Methodology of Music Education	JMM 200, 300, 451		6	12	6	1/2/2
Methodology of General Science	JMN 204, 304, 454		6	12	6	1/2/2
Methodology of Art	JMK 201, 301, 451		6	12	6	1/2/2
Methodology of Mathematics	JMW 200, 300, 451		6	12	6	1/2/2
Methodology of General Mathematics	JMW 200, 300, 451		6	12	6	1/2/2
Methodology of Design and Technology	JMC 200, 300, 451		6	12	6	1/2/2
Methodology of Information Technology (IT)	JMR 200, 300, 451		6	12	6	1/2/2
Methodology of Learning Support	JMD 207, 307, 457		6	12	6	1/2/2
Methodology of Human Movement Studies	JML 200, 300, 451		6	12	6	1/2/2
Methodology of English	JME 200, 300, 451		6	12	6	1/2/2
Methodology of Life Orientation	JLO 200, 300, 451		6	12	6	1/2/2
Methodology of Guidance and Counselling	JMV 200, 300,451		6	12	6	1/2/2
Methodology of Engineering Graphics and Design	JMT 204, 304, 454		6	12	6	1/2/2
Methodology of Computer Application Technology	JMI 200, 300, 451		6	12	6	1/2/2
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 2
*History	JGD 110, 120 JGD 210, 220 JGD 310, 320	20	20	24		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						
*Engineering Graphics and Design	JTT 110, 120 JTT 210, 220 JTT 310, 320	20	20	24		4 4 4
General Science	JWT 114, 124 JWT 215, 225 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
*Geography	JGF 111, 121 JGF 211, 221 JGF 311, 321	20	20	24		3 3 3
Religion Studies	REL 151, 152, 153, 154 REL 210, 220 REL 310, 320	24	40	60		2 2 2
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 210, 220 JOT 310, 353, 354	20	20	24		4 4 4
*Information Technology (IT)	COS 151, INF 154, 164 JIT 210, INF 272 JIT 310, 320	18	24	24		4/3/3 4 4
*Computer Application Technology(CAT)	RTT 100 (With Grade 12 CAT)	20				4
BLOCK D						
Learning Support	JLD 100 JLD 200 JLD 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
Life Orientation	JLO 110, 120 JLO 210, 220 JLO 310, 320	20	20	24		2 2 2
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(CAT)	RTT 110, 120 (Without Grade 12 CAT) RTT 200 RTT 300	20				4
			20			4
				24		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)
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Package coordinator: Dr LD Beukes, Tel: 012 420 5523
email address: ld.beukes@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			1
				12		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
Classroom Literacies	JKL 251		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	

METHODOLOGY OF ELECTIVES						
Choose 2 in accordance with the electives. The methodologies chosen in 2nd year to be taken in 3rd and 4th year .						
Methodology of Economics	JMD 201, 301, 451		6	12	6	1/2/2
Methodology of Financial Accounting	JMD 203, 303, 453		6	12	6	1/2/2
Methodology of Business Management	JMD 205, 305, 455		6	12	6	1/2/2
Methodology of Tourism Management	JMD 206, 306, 456		6	12	6	1/2/2
Methodology of Computer Application Technology	JMI 200, 300, 451		6	12	6	1/2/2
ELECTIVES						
Choose 3 at first-year level and 3 at second-year level of which only 1 should be presented at third-year level.						
Economics	EKN 110, 120 EKN 214, 224	20	32			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 114, 124 OBS 210, 220 OBS 310, 320	20	32	40		3 3 3
Tourism Management	TBE 110, 120 TBE 210, 220 TBE 310, 320	20	32	40		4 4 4
BLOCK C						
Computer Application Technology(CAT)	RTT 100 (With grade 12 CAT)	20				4
BLOCK F						
Computer Application Technology	RTT 110, 120 (Without Grade 12 CAT) 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 at 300 level.

Module prerequisites:

- Business Law 220:** Admission to examination in BER 210;
- Business Management 124:** Admission to examination in OBS 114;
- Business Management 210, 220, 310, 320:** OBS 114 or OBS 124 passed with admission to examination in the other module;

- (d) **Economics 120:** Obtained at least 4 (50-59%) in Mathematics in the Grade 12 examination, or at least 50% in both Statistics 113 and 123; as well as Economics 110 = 40%;
- (e) **Economics 214:** Economics 110 = 40%, Economics 120 = 40%, Statistics 110 and 120 = 40%;
- (f) **Economics 224:** Economics 110 passed, Statistics 110 passed and Economics 214 = 40%;
- (g) **Financial Accounting 121:** FRK 111 final mark = 40%;
- (h) **Financial Accounting 211:** FRK 111 and FRK 121 passed;
- (i) **Financial Accounting 221:** FRK 211 final mark = 40%;
- (j) **Informatics 181:** Obtained at least 5 (60-69%) in Accounting in the Grade 12 examination. All other students who have obtained at least 40% in FRK 111 must enrol for INF 181 in the second semester ;
- (k) **Statistics 110 and 120:** Obtained at least 4 (50-59%) in Mathematics in the Grade 12 examination, or at least 50% in both Statistics 113 and 123;
- (l) **Tourism Management 120:** TBE 110 final mark = 40%;
- (m) **Tourism Management 210 and 220:** TBE 110 and TBE 120 final mark = 40%;
- (n) **Tourism Management 310 and 320:** TBE 110 and TBE 120 passed.

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

Package coordinator: Mrs A Botha, Tel: 012 420 5622
email address: a.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				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
Classroom Literacies	JKL 251		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	
METHODOLOGY OF ELECTIVES						
Choose 2 in accordance with the electives. The methodologies chosen in 2nd year to be taken in 3rd and 4th year.						
Methodology of General Science	JMN 204, 304, 454		6	12	6	1/2/2
Methodology of Mathematics	JMW 200, 300, 451		6	12	6	1/1/2
Methodology of General Mathematics	JMW 200, 300, 451		6	12	6	1/2/2
Methodology of Design and Technology	JMC 200, 300, 451		6	12	6	1/2/2
Methodology of Information Technology (IT)	JMR 200, 300, 451		6	12	6	1/2/2
Methodology of Human Movement Studies	JML 200, 300, 451		6	12	6	1/2/2
Methodology of Sport Management	JMS 200, 300, 451		6	12	6	1/2/2
Methodology of English	JME 200, 300, 451		6	12	6	1/2/2
Methodology of Computer Application Technology	JMI 200, 300, 451		6	12	6	1/2/2
Methodology of Engineering Graphics and Design	JMT 204, 304, 454		6	12	6	1/2/2
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		2 2 2
BLOCK B						
Engineering Graphics and Design	JTT 110, 120 JTT 210, 220 JTT 310, 320	20	20	24		4 4 4
General Science	JWT 114, 124 JWT 215, 225 JWT 314, 324	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 210, 220 JOT 310, 353, 354	20	20	24		4 4 4
Information Technology (IT)	COS 151, INF 154, 164 INF 272, JIT 210 JIT 310, 320	18	24	24		4/3/3 4 4
Computer Application Technology (CAT)	RTT 100 (With Grade 12 CAT)	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(CAT)	RTT 110, 120 (Without Grade 12 CAT) RTT 200 RTT 300	20	20	24		4 4 4
Total number of credits per year		122	142	180	120	

(vii) FURTHER EDUCATION AND TRAINING (Natural Sciences) (Code 09133080)
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Package coordinator:

Mrs C Coetzee, Tel: 012 420 5626

email 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
Classroom Literacies	JKL 251		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	
METHODOLOGY OF ELECTIVES						
Choose 2 in accordance with the electives. The methodologies chosen in 2nd year to be taken in 3rd and 4th year .						
Methodology of Afrikaans	JMA 200, 300, 451		6	12	6	1/2/2
Methodology of Zoology	JMN 207, 307, 457		6	12	6	1/2/2
Methodology of Engineering Graphics and Design	JMT 204, 304, 454		6	12	6	1/2/2
Methodology of General Science	JMN 204, 304, 454		6	12	6	1/2/2
Methodology of Mathematics	JMW 200, 300, 451		6	12	6	1/1/2
Methodology of General Mathematics	JMW 200, 300, 451		6	12	6	1/2/2
Methodology of Design and Technology	JMC 200, 300, 451		6	12	6	1/2/2
Methodology of Information Technology (IT)	JMR 200, 300, 451		6	12	6	1/2/2
Methodology of Physics	JMN 206, 306, 456		6	12	6	1/2/2
Methodology of Botany	JMN 208, 308, 458		6	12	6	1/2/2
Methodology of Chemistry	JMN 205, 305, 455		6	12	6	1/2/2
Methodology of English	JME 200, 300, 451		6	12	6	1/2/2
Methodology of Computer Application Technology	JMI 200, 300, 451		6	12	6	1/2/2
ELECTIVES						
Choose 3 of which Physics and Chemistry or Botany and 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
Zoology	JDK 110, 120 JDK 210, 220 JDK 310, 320	20	20	24		4 4 4

BLOCK B						
Engineering Graphics and Design	JTT 110, 120 JTT 210, 220 JTT 310, 320	20	20	24		4 4 4
General Science	JWT 114, 124 JWT 215, 225 JWT 314, 324	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 210, 220 JOT 310, 353, 354	20	20	24		4 4 4
Information Technology (IT)	COS 151, INF 154, 164 JIT 210, INF 272 JIT 310, 320	18	24	24		4/3/3 4 4
Computer Application Technology(CAT)	RTT 100 (With Grade 12 CAT)	20				4
BLOCK D						
Physics	JFK 110, 120 JFK 210, 220 JFK 310, 320	20	20	24		4 4 4
Botany	JPK 110, 120 JPK 210, 220 JPK 310, 320	20	20	24		4 4 4
BLOCK E						
Chemistry	JCH 110, 120 JCH 210, 220 JCH 310, 320	20	20	24		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
BLOCK F						
Computer Application Technology	RTT 110, 120 (Without Grade 12 CAT) RTT 200 RTT 300	20	20	24		4 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 examinations in the Faculty of Education**
A final-year student, who has failed a maximum of three semester modules or their equivalent with a final mark of at least 40% in each, may be admitted by the Dean to a 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) COMPUTER-INTEGRATED EDUCATION (Code 09121111)
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Package coordinator: Mr T Vandeyar, Tel: 012 420 2372
email: thiru.vandeyar@up.ac.za

Total credits: 124 **NQF Level:** 6

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	3	24		
Core modules	2	40	3	60
Elective modules				
TOTAL	5	64	3	60

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	The Social Context of Education	COE 430	10
	Professional Development	PFO 430	10
	*Computer Literacy	CIL 111	4
Core modules	Computer Technology	CTC 410	20
	Cognitive Tools	CIT 420	20
	Computer-integrated Assessment	CIA 412	20
	E-learning	CEL 412	20
	Information Systems	CIS 422	20
Elective modules	None		

* Students who are computer literate can also write an exemption examination in CIL 111 and be credited for the module.

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

Package coordinator: Prof L van Rooyen, Tel: 012 420 3319
email: linda.vanrooyen@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		

iii) MATHEMATICS AND SCIENCE EDUCATION (Code 09121115)

Package coordinator: Dr T Ndlalane, Tel : 012 420 5715
email: tndlalane@postino.up.ac.za

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

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

MODULES	DESCRIPTION	CODE	Ct
Fundamental modules	The Social Context of Education	COE 430	10
	Professional Development	PFO 430	10
Core modules	Mathematics(FET) * or	SEF 471	20
	Mathematics(GET)	SEF 475	20
	First Course in Chemistry	SEF 472	20
	General Physics	SEF 473	20
	Trends in Maths Education	SEF 481	20
	Computers in Maths Education	SEF 482	20
Elective modules	Students who want to specialise in Life Sciences can replace SEF 471 and SEF 473 with SEF 486 and SEF 487		

	Life Sciences 1 (Biology)	SEF 486	20
	Life Sciences 2 (Biology)	SEF 487	20

* Students choose either SEF 471 for the FET-phase or SEF 475 for the GET-phase.

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 for admission**

A bachelor's degree is required for all four phases, with particular requirements in each phase as stipulated below:

1) Early Childhood Development and Foundation Phase

Preference will be given to candidates who passed Education and/or Psychology modules.

2) Intermediate Phase

Two degree modules passed at a first-year academic level (100) which correspond with one or more relevant learning areas at school level (see programme modules).

3) Senior Phase

Two degree modules passed at a second-year academic level (200) which correspond with one or more relevant learning areas at school level (see programme modules).

4) Further Education and Training Phase

At least one degree module passed at a third-year academic level (300) which corresponds with a relevant school subject (see programme modules).

Since degree modules does not necessarily correspond directly with learning areas and/or subjects at school level, the package coordinator (in consultation with the lecturer of the particular specialisation) should submit exceptional cases to the Dean.

(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 enrol for and pass specified computer literacy modules.

(c) **Duration**

The programme extends over one year full-time.

(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 each of the Professional Portfolio (PPF 400), Facilitating Learning (FCL 400) and the Specialisation module(s), as well as an average of 75% in all the other modules.
- (i) **The programme:**

Package coordinator: Prof J A Slabbert, Tel: 012 420 2773
email: jslabbert@up.ac.za

Total credits: 120 **NQF Level:** 7
The choices in compiling the package have to be approved by the package coordinator before registration.

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 400	12
	Information and Communication Technology	ICT 400	6
	Technology	PEL 400	6
	Professional Ethics and Law	COE 400	12
	Social Contexts of Education	PPF 400	12
Elective modules	As prescribed in the field of specialisation		

1. Early Childhood Development and Foundation Phase	Compulsory: Literacy Numeracy Life Skills	ECD 401 ECD 402 ECD 403	8 8 8
2. Intermediate Phase	Choose two of the following eight learning areas in accordance with the admission requirements (relevant academic modules are indicated in brackets): Languages (Afrikaans, English) Mathematics (Mathematics, Applied Mathematics, Statistics or any other related academic module) Art and Culture (Art, Drama, Dance, Anthropology or any other related academic module) Social Sciences (History, Geography, Sociology, Political Sciences or any other related academic module) Natural Sciences (Biology, Botany, Zoology, Chemistry, Physics, Physiology, Genetics, Microbiology, Biotechnology or any other related academic module) Technology (Any Technology or Technical or computer related academic module) Economic and Management Sciences (Economics, Business Economics, Entrepreneurship, Business Management, Accounting or any other related academic module) Life Orientation (Psychology, Human Movement Sciences, Recreation or any other related academic module)	IPH 401 IPH 402 IPH 403 IPH 404 IPH 407 IPH 408 IPH 409 IPH 410	12 12 12 12 12 12 12 12
3. Senior Phase	Choose <u>two</u> of the following eight learning areas in accordance with the admission requirements (relevant academic modules are indicated in brackets): Languages (Afrikaans, English) Mathematics (Mathematics, Applied Mathematics, Statistics or any other related academic module) Art and Culture (Art, Drama, Dance, Anthropology or any other related academic module) Social Sciences (History, Geography, Sociology, Political Sciences or any other related academic module) Life Orientation (Psychology, Human Movement Sciences, Recreation or any other related academic module)	SPH 401 SPH 402 SPH 403 SPH 404 SPH 405	12 12 12 12 12

	Economic and Management Sciences (Economics, Business Economics, Entrepreneurship, Business Management, Accounting or any other related academic module)	SPH 406	12
	Natural Sciences (Biology, Botany, Zoology, Chemistry, Physics, Physiology, Genetics, Microbiology, Biotechnology or any other related academic module)	SPH 407	12
	Technology (Any Technology or Technical or computer related academic module)	SPH 408	12
4. Further Education and Training	<p>Choose <u>one</u> of the following subject methodologies in accordance with the admission requirements (relevant academic modules are indicated in brackets)</p> <p>*The offering of these modules will depend on the number of student enrolments and the availability of staff to present the modules.</p> <p>Accounting VRK 400 24</p> <p>Afrikaans VAF 400 24</p> <p>*African Languages VAT 400 24</p> <p>Business Studies (Business Management, Entrepreneurship, Business Administration) VBT 400 24</p> <p>Computer Application Technology VRG 400 24</p> <p>Consumer Studies (Nutrition, Clothing) VHT 400 24</p> <p>Economics (Economics, Business Economics) VEK 400 24</p> <p>English VES 400 24</p> <p>*Foreign Languages VFL 400 24</p> <p>Geography VGG 400 24</p> <p>History VGS 400 24</p> <p>Hospitality Studies (Hotel and Catering) VHS 400 24</p> <p>Information Technology (Computer, Multimedia or related modules) VIG 400 24</p> <p>Life Orientation (Psychology and Psychology related modules) VLT 400 24</p> <p>Life Sciences (Biology, Zoology, Botany, Physiology, Genetics, Microbiology, Biotechnology or any other related academic module) VLW 400 24</p> <p>Mathematical Literacy VWG 400 24</p> <p>Mathematics VWS 400 24</p> <p>* Physical Science (Physics, Chemistry, Applied Science or any other related academic module) VNS 400 24</p> <p>* Tourism VTO 400 24</p> <p>* Visual Arts VVK 400 24</p> <p>* Music VMU 400 24</p> <p>* Dramatic Arts VDU 400 24</p> <p>* Dance Studies VDD 400 24</p>		

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

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 National Senior Certificate with admission to degree studies, 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 (M+3) 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 examinations in the Faculty of Education**

A final-year student, who has failed a maximum of three semester modules or their equivalent with a final mark of at least 40% in each, may be admitted by the Dean to a 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
email: 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 [e.g. 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 module.
 - 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: Prof CG Hartell, Tel: 012 420 4007
email: cycil.hartell@up.ac.za

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

	Year 1		Year 2	
Modules	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	Foundations of Educational Research	NME 715	12
	Introduction to Quantitative Research	NME 725	12
	Curriculum Development	CDD 710	16
Core modules	Research Project	VGO 780	16
	Learning in Adulthood and Facilitating Learning	VWL 710	16
	Community Education	OWG 720	16
	Community Service-Learning	GDL 710	16
	Education for Diversity	EDI 720	16
Elective modules	HIV & AIDS and Education	AID 730	16
	This module can replace any of the core modules as approved by the package coordinator.		

(ii) ASSESSMENT AND QUALITY ASSURANCE (CODE 09240010)

Package coordinator: Prof S Vandeyar, Tel: 012 420 2003
email: saloshna.vandeyar@up.ac.za

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

	Year 1		Year 2	
Modules	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	Foundations of Educational Research	NME 715	12
	Introduction to Quantitative Research	NME 725	12
	Curriculum Development	CDD 710	16
Core modules	Research Project	AQA 780	16
	Assessment Approaches and Instruments	API 710	16
	Assessment in Practice	API 720	16
	Quality Assurance Approaches and Instruments	QPI 711	16
	Educating for Diversity	EDI 720	16
Elective modules	HIV & AIDS and Education This module can replace any of the core modules as approved by the package coordinator.	AID 730	16

(iii) COMPUTER-INTEGRATED EDUCATION (Code 09240050)
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Package coordinator: Prof JG Knoetze, Tel: 012 420 2886
email: jan.knoetze@up.ac.za

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

	Year 1		Year 2	
Modules	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	Foundations of Educational Research	NME 715	12
	Introduction to Quantitative Research	NME 725	12
	Curriculum Development	CDD 710	16
Core modules	Instructional Tools and Multimedia	CTM 710	16
	Computers as Cognitive Tools	CIT 720	16
	E-learning	CEL 712	16
	Computer-based Assessment	CIA 722	16
	Research Project	CIE 780	16
Elective modules	None		

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

Package coordinator: Prof WJ Fraser, Tel: 012 420 2207
email: william.fraser@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	Foundations of Educational Research	NME 715	12
	Introduction to Quantitative Research	NME 725	12
	Curriculum Development	CDD 710	16
Core modules	Research Project	CDV 780	16
	Facilitating Learning	CFL 710	16
	Assessment Approaches and Instruments	API 710	16
	Curriculum and Instructional Leadership	KIL 720	16
	Educating for Diversity	EDI 720	16
Elective modules	HIV & AIDS and Education This module can replace any of the core modules as approved by the package coordinator.	AID 730	16

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

Package coordinator: Mr JW van Rooyen, Tel: 012 420 3484
email: jean.vanrooyen@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	Foundation of Educational Research	NME 715	12
	Introduction to Quantitative Research	NME 725	12
	Educational Leadership	LVO 731	16
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. 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 in these cases will be 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) Internship

After completion of the programme 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 obligation 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 each module.

Package coordinator: Dr C Lubbe-De Beer, Tel: 012 420 2765
email: carien.lubbe@up.ac.za

Total credits: 184 **NQF Level:** 7

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	1	12	3	36
Core modules	4	60*	4	52
Elective modules	1	24		
TOTAL	6	96	7	88

* 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	16
	Research Project	NOS 780	12
Elective modules	Educational Psychological Psychometrics or	OSP 700	24
	School Guidance and Counselling	SLB 700	24

(vii) LEARNING SUPPORT (Code 09240045)

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

Package coordinator: Dr MG Steyn, Tel: 012 420 5289
email: mg.steyn@up.ac.za

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

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

MODULES	DESCRIPTION	CODE	CR
Fundamental modules	Foundations of Educational Research	NME 715	12
	Introduction to Quantitative Research	NME 725	12
	Inclusive Education in South Africa	ISA 710	16
Core modules	Identification of Learners Needs	ILN 720	16
	Counselling	BGE 720	16
	Career Guidance	BPV 710	16
	Learning Support	LSG 710	16
	Research Project	LSG 780	16
Elective modules	None		

(viii) SCIENCE AND MATHEMATICS EDUCATION (Code 09240000)

Package coordinator: Dr JJR de Villiers, Tel: 012 420 5529
email: rian.devilliers@up.ac.za

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

	Year 1		Year 2	
Modules	Number	Credits	Number	Credits
Fundamental modules	3	40		
Core modules	1	16	3	48
Elective modules			1	16
TOTAL	4	56	4	64

MODULES	DESCRIPTION	CODE	Ct
Fundamental modules	Curriculum Development	CDD 710	16
	Foundations of Educational Research	NME 715	12
	Introduction to Quantitative Research	NME 725	12
Core modules	Science Curriculum	SCU 730	16
	Research Project	SMP 780	16
	Science and Indigenous Knowledge	SCK 730	16
	Science, Technology and Society	SCS 730	16
Elective modules	Choose one module:		
	Life Sciences Education	LSN 730	16
	Physical Sciences Education	PHN 730	16
	Mathematics Education	MCE 730	16

Elective module prerequisites:

- Mathematics Education: (MCE 730) Mathematics II
- Life Science Education: (LSN 730) Biology II or Zoology II or Botany II or General Science II
- Physical Sciences Education: (PHN 730) Physics II or Chemistry II or General Science II

(ix) TECHNOLOGY EDUCATION (Code 09240030)

Package coordinator: Prof A Hattingh, Tel: 012 420 2771
email: annemarie.hattingh@up.ac.za

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

	Year 1		Year 2	
Modules	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	Foundations of Educational Research	NME 715	12
	Introduction to Quantitative Research	NME 725	12
	Curriculum Development	CDD 710	16
Core modules	Research Project	TNO 780	16
	Assessment Approaches and Instruments	API 710	16
	Technology Education Fundamentals	TNO 740	16
	Technology Education in Practice	TNO 711	16
	Technological Competencies	TNO 721	16
Elective modules	None		

MASTER'S DEGREES

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

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 complies with the following requirements:

- (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.

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;
- admit a person who 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 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 not be allowed to continue with the programme. This requirement applies to 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 article must be submitted at Student Administration before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies.

- (iii) In addition to the copies mentioned in E.6 c(i), each successful student must submit a bound paper copy as well as two electronic copies of the approved dissertation of limited scope/dissertation to the Head: Student Administration in the format specified by the faculty and in accordance with the minimum standards set by the Department of Library Services (see <http://upetd.up.ac.za/authors/publish/standards.htm#specs>, before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies.
 - (iv) All students have to submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the head of department, supervisor and research coordinator, before they can start with the research.
 - (v) Students have to apply for ethical clearance to the head of department concerned and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee.
 - (vi) Students have to present a progress report on the research to the supervisor, head of department and Postgraduate Committee annually. Continued reregistration depends on satisfactory annual progress.
 - (vii) All students have to attend the research capacity building sessions on quantitative and qualitative research at master's level.
- (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 coursework 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 degree with coursework:**

(i) ASSESSMENT AND QUALITY ASSURANCE IN EDUCATION AND TRAINING (Code 09250561)

Requirements for admission

All applications are subject to selection.

- 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 degree programme.

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.

This package is presented in English only.

Package coordinator: Prof SJ Howie, Tel: 012 420 4131
email: sarah.howie@up.ac.za

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

Modules	Year 1		Year 2	
	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: Mr T Vandeyar, Tel: 012 420 2372
email: thiru.vandeyar@up.ac.za

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

Modules	Year 1		Year 2	
	Number	Credits	Number	Credits
Fundamental modules	2	30		
Core modules	2	30	1	90
Elective modules	2	30		
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	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	Choose two of the following:		
	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
	*Facilitating Learning	FCL 880	15

*Additional module for students without a qualification in Education.

NB: This package is presented in English only.

(iii) EDUCATIONAL LEADERSHIP (Code 09250577)

Package coordinator: Prof HJ Joubert, Tel: 012 420 5514
email: rika.joubert@up.ac.za

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

	Year 1		Year 2	
Modules	Number	Credits	Number	Credits
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		

(iv) EDUCATIONAL PSYCHOLOGY (CODE 09250202)

Additional Admission Requirements

- Education III
- Psychology III
- BEd(Honours) degree in Educational Psychology/BPsych degree/Honours degree in Psychology

The closing date for applications for the programme is 31 July. Selections take place in August. 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.

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

Package coordinator: Ms K Mohangi, Tel: 012 420 5506
email: kesh.mohangi@up.ac.za

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

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

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
email: 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
email: 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 LD Beukes, Tel: 012 420 5635
email: ld.beukes@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	20
	Environmental Paradigms	ENV 810	20
	Environmental Governance	ENV 811	20
	Environmental Analysis, Assessment and Modelling	ENV 812	20
	Teaching and Learning Strategies	ENO 821	20
	Dissertation of limited scope	ENV 895	120
Elective modules	None		

(viii) SCIENCE AND TECHNOLOGY EDUCATION (Code 09250531)

Package coordinator: Prof A Hattingh, Tel: 012 420 2771
email: annemarie.hattingh@up.ac.za

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

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

MODULES	DESCRIPTION	CODE	Cr
Fundamental modules	Research Methodology	NME 810	15
	Education, Development and Globalisation	OOG 810	15
Core modules	Curriculum Studies	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) Fields of Study	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) apply for ethical clearance to the head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee;
- (iii) present a progress report on the research to the supervisor, head of department and Postgraduate Committee annually. Continued reregistration depends on satisfactory progress annually;
- (iv) attend all research capacity building sessions on quantitative and qualitative research at doctoral level;
- (v) submit a thesis for examination on a topic approved by the Dean on the recommendation of the head of department; and
- (vi) successfully defend her/his thesis at an oral examination;
- (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 to Student Administration before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies.
- (viii) In addition to the copies mentioned in E.7 (b)(v), each successful student must submit a bound paper copy as well as two electronic copies of the approved thesis to the Head: Student Administration in the format specified by the faculty and in accordance with the minimum standards set by the Department of Library Services (specifications are available at: <http://upetd.up.ac.za/authors/publish/standards.htm#specs>), before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will

result in the degree being awarded during a subsequent series of graduation ceremonies.

(c) **Research proposal**

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

(d) **Minimum duration of study and requirements for 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 the thesis.

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

DISTANCE EDUCATION

The Yearbook and the Regulations for Distance Education students are published separately. Contact the Unit for Distance Education at Tel 012 420 4670.

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

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

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
AFB 880	EPS	A/E						20
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.								
AID 730	CS	E				1		16
HIV/Aids and Education 730								
The purpose of this module is to enable students and teachers to relate to knowledge, skills and competence to the context of HIV/Aids and Education and to cope and take action on the complex educational challenges presented by the impact of HIV/Aids on the education system, institutions and the community.								
The module focuses on concerns that has an impact on the quality of teaching and learning including curriculum concerns; HIV/Aids and Education theories; roles of teachers; HIV/Aids policy for the development, implementation and management of schools; prevention; psycho-social support; socio-educational impact; socio-cultural impact; impact mitigation.								
API 710	CS	E						16
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						16
Assessment in Practice 720								
Assessment strategies. Assessment in telematic education. Assessment of professional practice. Assessment of learning. Performance assessment. Assessment within NQF context.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
AQA 780	CS	A/E						16
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.								
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 outcome-based education.								
ASK 410	CS	A/E						10
Assessment Practice 410								
Methods of assessment in a formative and summative fashion. Basic principles of accountable assessment. Record of learning. Assessment instruments.								
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.								
ASS 400	CS	A/E						12
Assessment 400								
Theory and practice of teaching assessment. Recording and reporting of assessment. Self-assessment, peer assessment and formal assessment. Accommodations and alternative assessment of learners with a disability. The principles of designing the professional portfolio presentation and using it for assessment.								
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; Company Law; Law in respect of close corporations and partnerships.								
BGE 720	SS	E	2			2		16
Counselling 720								
Counselling theories and skills; specified for behaviour, emotional and career difficulties; management approaches to behaviour, emotional and career difficulties; assessing the effectiveness of the counselling; child and play therapy.								
BOP 804	EP	A/E						15
Career Orientation Pedagogics 804								
The career management process: theory; stages of career development; contemporary issues in career management; career management in work organisations; postmodern approach to career management; the underlying theory of guidance and counselling.								
BOP 895	EP							120
Dissertation of limited scope 895								
Dissertation of limited scope conducted under supervision of a supervisor in the area of Career Orientation Pedagogics.								
BPV 710	SS	E				1		16
Career Guidance 710								
Theoretical approaches to guidance and counselling; professional profile of the careers								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
educator/practitioner; career guidance needs of South Africans; national and international indicators in career guidance; career guidance content; diversity, individual and group-based career guidance.								
CDD 710	CS	A/E						16
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						16
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 412	CS	E						20
Electronic Learning 412								
The purpose of this module is to enable the candidate to implement computer-integrated, web-based information systems in various learning areas.								
CEL 420	CS	A/E						10
Electronic Learning 420								
Electronic learning media. Integrating electronic media in practice. Web-based learning. Multimedia learning packages. Interactive television broadcasting.								
CEL 712	CS	E						16
Electronic 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						16
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 co-operatively (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 412	CS	E						20
Computer-integrated Assessment 412								
The purpose of this module is to enable the candidate to implement computer-integrated assessment tools in education and training.								
CIA 722	CS	E						16
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						16
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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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. An exemption examination may be written in the first week of semester 1.								
CIL 121		A/E	2			2		4
Information Literacy 121								
Why computers matter to you; Networking; Information resources (include the Department of Library 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 Department of Library Services applicable to the relevant faculties); Referencing techniques; Use synthesis and evaluation of information, New trends. Content specific to the University of Pretoria. No exemption examination.								
CIS 422	CS	E						20
Information Systems 422								
The purpose of this module is to enable the candidate to use database management information systems for education and training.								
CIT 420	CS	E						20
Cognitive Tools 420								
The purpose of this module is to enable the candidate to implement computer-integrated cognitive tools in various learning areas.								
CIT 720	CS	E						16
Computers as Cognitive Tools 720								
The purpose of this module is to enable the candidate to master computer-integrated techniques pertaining to cognitive tools.								
COE 400	CS	A/E						12
Social Contexts 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.								
COE 430	CS	A/E						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/Aids pandemic. Life skills and education. A theoretical framework. Sexuality and education, value systems, cultural differentiation and traditions. Self-development and learning mediation.								
COS 151		A&E	2	1		1		8
Introduction to Computer Science 151								
This module introduces concepts and terminology related to the Computer Science discipline. Topics covered include the history of computing, machine level representation of data, Boolean logic and gates, basic computer systems organisation, algorithms and complexity and automata theory. The module also introduces some of the sub-disciplines of								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
Computer Science, such as computer networks, database systems, compilers, information security and intelligent systems.								
CTC 410	CS	E						20
Computer Technology 410								
The purpose of this module is to enable the candidate to understand and use the various computer-based technologies applicable to education and training.								
CTM 710	CS	E						16
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.								
EAE 880	CS	E						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.								
EAG 151		A/E	2				1	6
Academic Skills 151								
Academic goal setting, time management, study strategies, creative problem-solving techniques, and critical thinking. Organisation and management of personal academic activities and development to enhance learning and a continuous learning culture.								
ECD 401	ECE	A/E						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	ECE	A/E						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	ECE	A/E						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.								
EDI 720	CS	E						16
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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
EDS 710	CS	A/E						12
Educational Studies 710								
Metatheories in education: empiricism; Rational empiricism; Critical rationalism; Critical theory; Phenomenology; Hermeneutics; System theory; Philosophies in education: traditional philosophies; indigenous (African) philosophies; The influence of modernism and postmodernism on education; Comparative perspectives on learning theories and their meaning for education.								
EKN 110		A/E	3			1		10
Economics 110								
Conceptualize 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. Analyze 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			1		16
Economics 214								
Macroeconomics. 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. Mathematics for economics and econometric analysis of macroeconomic issues.								
EKN 224		A/E	3			2		16
Economics 224								
Microeconomics. Microeconomic 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 microeconomic issues.								
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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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 decision-making. 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.								
EOT 110		A/E	2	1 tpw		1		6
Academic literacy 110								
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.								
EOT 120		A/E	2	1 tpw		2		6
Academic literacy 120								
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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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.								
EPD 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 professional development of the educator.								
EPP 430	CS	A/E						10
Entrepreneurship Practice 430								
The role of education and training in entrepreneurship, including finance, marketing, planning and project management as these relate to 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.								
FCL 400	CS	A/E						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.								
FCL 880	CS	E						15
Facilitating Learning 880								
Designing, presenting and having challenging learning experiences executed to maximize 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.								
FOE 400	CS	A/E						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 decision-making in the classroom: school system, interpretation of policy documents and programme studies.								
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; accounting treatment of VAT; elementary income statement and balance sheet; flow of documents; accounting systems; introduction to internal control and internal control measures; bank reconciliations; control accounts; adjustments; financial statements of a sole proprietorship; the accounting framework.								
FRK 121		A/E	4			2		12
Financial Accounting 121								
Property, plant and equipment; intangible assets; inventories; liabilities; presentation of								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
financial statements; enterprises without profit motive; partnerships; companies; close corporations; cash flow statements; analysis and interpretation of financial statements.								
FRK 211		A/E	4			1		16
Financial Accounting 211								
Preparation and presentation of company annual financial statements in compliance with the requirements of the Companies Act, the Framework and Statements of Generally Accepted Accounting Practice relating to the following: presentation of financial statements; revenue; provisions; contingent liabilities and contingent assets; events after the balance sheet date; inventories; income taxes; leases; property, plant and equipment; impairment of assets; intangible assets; investment property; changes in accounting estimates and errors; introduction to financial instruments.								
FRK 221		A/E	4			2		16
Financial Accounting 221								
Preparation and presentation of company annual financial statements in compliance with the requirements of Statements of Generally Accepted Accounting Practice relating to the following: employee benefits; the effect of changes in foreign exchange rates; accounting policies; earnings per share; cash flow statements; interests in joint ventures. Branch accounting. Introduction to consolidations, including basic consolidation techniques for both wholly-owned and partly-owned subsidiaries. Introduction to public sector accounting.								
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.								
GAV 411	CS	A/E						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. Introduction, 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						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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
GAV 421	CS	A/E						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 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						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/Aids: initial signs and symptoms, opportunistic infections. Treatment: Keeping the immune system healthy, drugs that are available. Universal precautions for healthcare 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 with HIV/Aids. Sexual rights and the Law.								
GBL 420	CS	A/E						10
Community-based learning 420								
National policies on higher education and community service; citizenship; programme characteristics of effective community service; fundamentals of community service partnerships; developing a theory and practice of campus-community; developing infrastructure for community service and community engagement; partnerships among organisations and higher education institutions for community service; principles and profiles of exemplary partnerships with community agencies; partnerships for collaborative action research; involving corporate partners; community service project.								
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.								
GBR 710	EP	A/E						12
Family Counselling 710								
Basic family intervention and introduction to family intervention models. Narrative techniques for family intervention that include: externalisation, mapping the influence of the								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
problem on the family's functioning, attending to exceptions, reclaiming abilities, strengths and resources of the family and in the community.								
GDL 710	CS	A/E						16
Community Service Learning 710								
Theoretical and conceptual framework for Community Engagement and Service-Learning; Citizenship; Partnership development; Community Service-Learning in the curriculum: Design and development, Implementation, Reflection and assessment, and Evaluation; Components and models for service learning; Programme characteristics of effective service-learning; Risk Management and Agreements; Fundamentals of service-learning partnerships. Code of Ethics; Community Service-Learning project.								
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.								
GOV 411	CS	A/E						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						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 inter-personal 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						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						10
Life Skills Programmes 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 community. Parental guidance. Family guidance. Community guidance. Counselling children, adolescents and their family.								
GPE 400	CS	A/E						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. (clickUP)								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
HSK 880	CS	A/E						12
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.								
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						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-assisted 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.								
ICT 400	CS	A/E						6
Information and Communication Technology 400								
Selecting, utilising and developing appropriate designs and levels of single purpose and multipurpose learning 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.								
ILN 720	SS	E	2			2		16
Identification of Learners Needs 720								
The NCS document; curriculum modification; alternative assessment procedures; multi-level teaching; designing a multi-level lesson; assessment for school readiness and foundation phase.								
INF 154		A&E	1	2		1		5
Informatics 154								
Introduction to programming.								
INF 164		A&E	1	2		2		5
Informatics 164								
Advanced programming, use of a computer-aided software engineering tool. Prerequisite: INF 154 GS								
INF 181		A/E	2			2		3
Computer processing of accounting information.								
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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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 master's project and be related to their compulsory internship at an appropriate institution.								
IOO 880	CS	E						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.								
IPH 401	CS	A/E						12
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						12
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						12
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						12
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 407	CS	A/E						12
Natural Sciences 407								
The nature and structure of the learning area as it pertains to the intermediate phase. How to inspire, fascinate and challenge learners to engage and commit themselves to understand, explore and take responsibility for the natural world and acquire the skills of observation and testing and in the process become part of the natural heritage of all nations.								
IPH 408	CS	A/E						12
Technology 408								
The nature and structure of the learning area as it pertains to the intermediate phase. 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 and also accessing, processing and utilising knowledge.								
IPH 409	CS	A/E						12
Economic and Management Sciences 409								
The nature and structure of the learning area as it pertains to the intermediate phase. Learners need to be enabled to understand and apply economic and management								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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.								
IPH 410	CS	A/E						12
Life Orientation 410								
The nature and structure of the learning area as it pertains to the intermediate phase. This learning area confronts learners with how to live a meaningful and successful life. 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.								
ISA 710	SS	E	2			1		16
Inclusive Education in South Africa 710								
A framework for inclusive education; implications of inclusion for South African schools and education; identification and assessment of barriers to learning; policies pertaining to inclusive education; the asset-based approach; a socio-ecological model of human development.								
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.								
JAF 120	ALHM	A	2			2		10
Afrikaans 120								
Drama								
In hierdie module maak die student kennis met die teorie en praktyk van drama. Inhoud word verbesonder vir die eise van die onderwysprofessie.								
JAF 210	ALHM	A	2			1		10
Afrikaans 210								
Taalwetenskap								
Die onderliggende beginsels en konvensies v.d. Afrikaanse taalwetenskap word bestudeer.								
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 220	ECD	A/E	2			2		6
Assessment 220								
Demonstration of observation and assessment skills in the classroom.								
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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JAS 454	ECD	A/E	2				4	12
Assessment 454								
Demonstration of observation and assessment skills in the classroom.								
JAW 110	SMT	A/E	3	1		1		10
General Mathematics 110								
Precalculus I								
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		2		10
General Mathematics 120								
Precalculus II								
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. Overview and introduction to Mathematical Literacy.								
JAW 210	SMT	A/E	3	1		1		10
General Mathematics 210								
Precalculus III								
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.								
JAW 220	SMT	A/E	3	1		2		10
General Mathematics 220								
Trigonometric functions and Consumer Mathematics								
Trigonometric functions of real numbers: trigonometric graphs. Trigonometric functions of angles: angle measure, trigonometry of right triangles, laws of sines and cosines. Consumer mathematics: percentage, interest, consumer loans and amortization.								
JAW 310	SMT	A/E	3	1		1		12
General Mathematics 310								
Geometry								
Euclidian Geometry: 2-D and 3-D. Analytical Geometry. Transformations: translations, rotations and reflections.								
JAW 320	SMT	A/E	3	1		2		12
General Mathematics 320								
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 461	ECD	A/E	2	1			1	6
Management of Programmes 461								
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 concept; the periodic table. Elements that exist as molecules; molecular compounds; ions; ionic compounds; names of compounds; compounds and the mole concept; describing compound formulas.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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, 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 sub shell 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.								
JCH 220	SMT	A/E	2	2		2		10
Chemistry 220								
Molecular orbital's								
Orbital hybridization, valence bond theory, molecular orbital theory. Phases of matter and the kinetic molecular theory, intermolecular forces, metallic and ionic solids, molecular and network solids, physical properties of solids.								
Organic chemistry. Structure and nature of alkanes, alkenes, alkynes, aromatic compounds, alkyl halides, alcohols, ethers, aldehydes, ketones, phenols, carboxylic acids and derivatives, amines, carbohydrates; addition, elimination and substitution reactions.								
JCH 310	SMT	A/E	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; equilibria. Reaction conditions and reaction rate, effect of concentration, reaction mechanisms, catalysts, equilibrium constant, the reaction quotient, calculating an equilibrium constant, Le Chatelier's principle								
JCH 320	SMT	A/E	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, precipitation of insoluble salts, qualitative analysis, simultaneous equilibria, solubility and pH, oxidation-reduction reactions, electrochemical cells and potentials, non-standard conditions, batteries and fuel cells, corrosion, electrolysis. Chemistry of the elements. Periodic table, the main group elements. Properties of the transition elements, co-ordination compounds: structure, isomers, bonding, colours.								
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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
Membrane structure and function. Histology. 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. Ethology. Population dynamics. Evolution.								
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. Skeleton.								
JEN 151	ALHM	E	2				1	5
English 151								
Language studies								
A 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				2	5
English 252								
Prose								
A number of novels are studied.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JEN 253	ALHM	E	2				4	5
English 253								
Drama								
A study of subgenres 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.								
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								
Mathematical Introduction, Motion in a plane								
Differentiation, Integration and Vector algebra, Position co-ordinates, displacement, velocity and speed, acceleration, motion in a straight line, motion in a plane: projectile motion and relative velocity.								
JFK 120	SMT	A/E	2	2		2		10
Physics 120								
Dynamics and Rotational motion								
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. Motion of the centre of mass, Collisions and momentum conservation.								
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.								
JFK 210	SMT	A/E	2	2		1		10
Physics 210								
Periodical motion, Waves, Sound and Optics								
Energy of SHM, equations of SHM, the simple pendulum, the physical pendulum. Types of mechanical waves, mathematical description of a wave, superposition and standing waves, resonance, sound waves, intensity, beats, the Doppler effect. Light as an EM-wave and colour, reflection at plane mirrors, reflection at spherical mirrors, refraction at a spherical								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
interface, image forming at thin lenses, the eye as optical instrument, interference and diffraction.								
JFK 220	SMT	A/E	2	2		2		10
Physics 220								
Liquids, Gasses and Thermodynamics								
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								
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.								
JFK 320	SMT	A/E	2	2		2		12
Physics 320								
Magnetism, Special theory of relativity and Nuclear physics								
Magnetic field, motion of charged particles in a magnetic field, magnetic force on a current carrying conductor, direct current motor, induction, Faraday's law, Lenz's law, inductance, introduction to electronics. 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 civilization								
A broad overview of Western civilization since 3000 BC, the Middle Ages, Renaissance and Enlightenment, the voyages of discovery and colonisation.								
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 colonization 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 colonization 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,								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
the Union of South Africa, segregation and apartheid up to the Black Resistance-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.								
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).								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JGL 120	ECD	A/E	1	1		2		6
Early literacy 120								
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 120	ECD	A/E	1	1		2		6
Early numeracy 120								
Facilitating the acquisition of early numeracy concepts and skills.								
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		5
Information Technology 210								
Technical computer skills to enable teachers to set up and effectively operate the computers in their IT classrooms								
JIT 310	SMT	A&E	1	3		1		12
Information Technology 310								
In-depth coverage of databases, including theoretical concepts, various related electronic skills, and specifically the knowledge and skills that teachers need to effectively teach databases, and their integration, as required by the school curriculum.								
JIT 320	SMT	A&E	1	3		2		12
Information Technology 320								
In-depth coverage of computer networks and networking, including theoretical concepts, various related technical skills, and specifically the knowledge and skills that teachers need to set up and effectively operate networks in their IT classrooms.								
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.								
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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
History of Art: South African Art: General introduction to SA artists. Pioneers, including contemporary trends, styles and techniques are studied. Emphasis on self-study. Museum visits.								
JKL 251	SS	A/E	1				1	3
Classroom Literacies 251 An overview of the linguistic diversity encountered in most South African classrooms provides the prospective educator with strategies for dealing more effectively with multilingualism in a pedagogical context. Students will enrich their personal language profile by acquiring a working knowledge of appropriate phrases in specified African languages with the view to facilitating classroom management.								
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 I 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. 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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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.								
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 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, HSS and EMS 451								
Life orientation; Human and Social Sciences; Economic and Management Sciences.								
JLD 100	SS	A/E	2		1			20
Learning Support 100								
Different theories and models of cognitive development and learning; inclusive education; implications of inclusion for South African schools and education; identification and assessment of barriers to learning; the asset-based approach; a socio-pedagogical perspective on the family.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JLD 200	SS	A/E	2		2			20
Learning Support 200								
Inclusive Education as envisaged by the White Paper 6; various disabilities and their educational implications; learning readiness, perceptual motor skills; skills and exercises for different perceptual activities.								
JLD 300	SS	A/E	2		3			24
Learning Support 300								
Challenges with reading, spelling, writing and mathematics. Implications of reading approaches for learning support. Sound recognition; word recognition; elimination of bad reading habits; improvement of reading speed; reading motivation. Assessment of reading and spelling. Learning support strategies to correct and improve. General principles for teaching basic mathematical concepts; Piaget. Practical: evaluation and learning support of a learner. Developing of individual educational programmes (IEP) for learners.								
JLG 310	ECD	A/E	2			1		6
Learning Area: LLC 310								
Content of the learning area: Language, literacy and communication with an emphasis on reading (home language and additional language).								
JLO 110	SS	A/E	2			1		10
Life Orientation 110								
Theoretical foundation. The human being in context (milieu). Personal relationships. Life Orientation educator: personal skills. Life skills for learners: essential life skills and life operations/instruments. Self-concept. Emotional control. Social skills. Academic success and cognitive regulation. Management of own finances (Budget).								
JLO 120	SS	A/E	2			2		10
Life Orientation 120								
Physical well-being and healthy life style. Sport and nation building. Recreation: relaxation and physical activities.								
JLO 200	SS	A/E	1		2			6
Methodology: Life Orientation 200								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JLO 210	SS	A/E	2			1		10
Life Orientation 210								
The human being in context: social and community life. Life Orientation Educator. Social skills.								
JLO 220	SS	A/E	2			2		10
Life Orientation 220								
The human being in the world. Diversity, values and principles. Issues concerning discrimination, race, religion, culture, sexuality, age, abilities. Contemporary issues concerning classrooms, individual and systemic perspectives. Support for matters concerning HIV/Aids. Safe schools. Violence in schools. Crime. Emotional problems. Prevention of deviant social behaviour.								
JLO 300	SS	A/E	2		3			6
Methodology: Life Orientation 300								
Orientation: National Curriculum Statement- the subject Life Orientation. Critical review of the present syllabus of NCS. Basic principles of curriculum design.								
The development of learning programmes, work schedules and support materials – make use of prescribed principles and guidelines for the professional, creative development of learning programmes, work schedules and support materials. Assessment.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JLO 310	SS	A/E	2			1		12
Life Orientation 310								
The human being in the world: citizenship. Theoretical foundation of citizenship. Human rights and responsibilities. Political awareness and voluntary participation. Social and environmental concerns. Social responsibility. Community Service Learning: theory and practice. Community Service Learning project.								
JLO 320	SS	A/E	2			2		12
Life Orientation 320								
The human being in interaction: lifelong learner. Strategies and learning domains. Perspectives on the future. Economic independence. Career development: theoretical approach to career orientation. Career guidance. Integration of careers and opportunities for training in the world of careers. Skills for obtaining employment. Work ethics.								
JLO 451	SS	A/E	2	1			1	6
Methodology: Life Orientation 451								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JLP 451	ECD	A/E	1	1			1	12
Life Skills Programme 451								
Planning, managing and facilitating the life skills programme in the Foundation Phase.								
JLV 253	ALHM	A/E	1				4	3
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 210	ECD	A/E	1			1		6
Learning Area: MLMMS 210								
History of Mathematics, the SI; practical applications of the Learning Outcomes.								
JMA 200	AHLM	A	1		2			6
Metodiek: Afrikaans 200								
n Deeglike oorsig van die leerinhoud met spesifieke fokus op praktiese toepassing soos voorgeskryf deur die Nasionale Kurrikulumverklaringsdokumente. Klem word gelê op die bereiking van die voorgeskrewe leeruitkomste.								
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, aanbid en assesseer.								
JMA 451	AHLM	A	2				1	6
Metodiek: Afrikaans 451								
n Deeglike oorsig van die leerinhoud met spesifieke fokus op praktiese toepassing soos voorgeskryf deur die Nasionale Kurrikulumverklaringsdokumente. Klem word gelê op die bereiking van die voorgeskrewe leeruitkomste.								
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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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 of the human body.								
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 adaptation 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.								
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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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 200	SMT	A/E	1		2			6
Methodology: Design and Technology 200								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMC 300	SMT	A/E	1	1	3			6
Methodology of Design and Technology 300								
As required by the National Curriculum. Application of problem-based learning theories.								
JMC 451	SMT	A/E	2	1			1	6
Methodology: Design and Technology 451								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMD 201	SS	A&E	1		2			6
Methodology: Economics 201								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMD 203	SS	A&E	1		2			6
Methodology: Financial Accounting 203								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMD 205	SS	A&E	1		2			6
Methodology: Business Management 205								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JMD 206	SS	A&E	1		2			6
Methodology: Tourism Management 206								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMD 207	SS	A/E	1		2			6
Methodology: Learning Support 207								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMD 301	SS	A&E	1	1	3			6
Methodology: Economics 301								
As required by the National Curriculum.								
JMD 303	SS	A&E	1	1	3			6
Methodology: Financial Accounting 303								
As required by the National Curriculum.								
JMD 305	SS	A&E	1	1	3			6
Methodology: Business Management 305								
As required by the National Curriculum.								
JMD 306	SS	A&E	1	1	3			6
Methodology: Tourism Management 306								
As required by the National Curriculum.								
JMD 307	SS	A&E	1	1	3			6
Methodology: Learning Support 307								
As required by the National Curriculum.								
JMD 451	SS	A&E	2	1			1	6
Methodology: Economics 451								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMD 453	SS	A&E	2	2			1	6
Methodology: Financial Accounting 453								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMD 455	SS	A&E	2	1			1	6
Methodology: Business Management 455								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Documents. Emphasis is laid on reaching the prescribed learning outcomes								
JMD 456	SS	A&E	2	1			1	6
Methodology: Tourism Management 456								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMD 457	SS	A/E	2	1			1	6
Methodology: Learning Support 457								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JME 200	ALHM	E	2		2			6
Methodology: English 200								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JME 300	ALHM	E	2		3			6
Methodology: English 300								
This methodology module pertains to the principles and practice of teaching and learning English as a first or additional language as set out in the national curriculum. A theoretical underpinning strengthens students' ability to plan and design optimal learning opportunities, as well as present and assess the various communicative skills across phases.								
JME 451	ALHM	E	2	1			1	6
Methodology: English 451								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMF 200	SS	A&E	1		2			6
Methodology: Religion Studies 200								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMF 300	SS	A&E	1	1	3			6
Methodology: Religion Studies 300								
As required by the National Curriculum.								
JMF 451	SS	A&E	2	1			1	6
Methodology: Religion Studies 451								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMG 200	SS	A/E	1		2			6
Methodology: Geography 200								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
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.								
JMG 451	SS	A/E	2	1			1	6
Methodology: Geography 451								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMH 200	SS	A/E	1		2			6
Methodology: History 200								
A thorough overview of the learning content with specific focus on practical application as								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
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.								
JMH 451	SS	A/E	2	1			1	6
Methodology: History 451 A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMI 200	SS	A/E	1		2			6
Methodology: Computer Application Technology 200 A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMI 300	SS	A/E	1	1	3			6
Methodology: Computer Application Technology 300 As required by the National Curriculum.								
JMI 451	SS	A/E	2	1			1	6
Methodology: Computer Application Technology 451 A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMK 201	AHLM	A/E	1		2			6
Methodology: Art 201 A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMK 301	ALHM	A/E	2		3			6
Methodology: Art 301 As required by the National Curriculum.								
JMK 451	AHLM	A/E	2	1			1	6
Methodology: Art 451 A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JML 200	AHLM	A/E	1		2			6
Methodology: Human Movement Studies 200 A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JML 300	ALHM	A/E			3			6
Methodology: Human Movement Studies 300 As required by the National Curriculum.								
JML 451	AHLM	A/E	2	1			1	6
Methodology: Human Movement Studies 451 A thorough overview of the learning content with specific focus on practical application as								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMM 200	AHLM	A/E	1		2			6
Methodology: Music Education 200 A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMM 300	ALHM	A/E	1		3			6
Methodology: Music Education 300 Didactical principles of Music Education in schools.								
JMM 451	AHLM	A/E	2	1			1	6
Methodology: Music Education 451 A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMN 204	SMT	A/E	1		2			6
Methodology: General Science 204 A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMN 205	SMT	A/E	1		2			6
Methodology: Chemistry 205 A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMN 206	SMT	A/E	1		2			6
Methodology: Physics 206 A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMN 207	SMT	A/E	1		2			6
Methodology: Zoology 207 A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMN 208	SMT	A/E	1		2			6
Methodology: Botany 208 A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
knowledge and skills, set of tests, exam papers and memoranda, use of the computer in assignments for 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 for 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 for the setting of papers. Methodology: Life Sciences 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 for the setting of papers. Methodology: Life Sciences Gr 10 – 12. Analysis of subject content and application of assessment concepts. Evaluation of textbooks. Experience in the planning of instructional activities.								
JMN 454	SMT	A/E	2	1			1	6
Methodology: General Science 454								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMN 455	SMT	A/E	2	1			1	6
Methodology: Chemistry 455								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMN 456	SMT	A/E	2	1			1	6
Methodology: Physics 456								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMN 457	SMT	A/E	2	1			1	6
Methodology: Zoology 457								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMN 458	SMT	A/E	2	1			1	6
Methodology: Botany 458								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum documents. Emphasis is laid on reaching the prescribed learning outcomes.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JMO 101	ALHM	A/E	1		1			5
Music Education 101								
The foundation of music education in practice.								
JMO 102	ALHM	A/E	1		1			5
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.								
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 instruct-								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
ion. Exemption requirements: At least 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 principles 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.								
JMO 304	ALHM	A/E	1	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.								
JMR 200	SMT	A/E	1		2			6
Methodology: Information Technology 200 A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMR 300	SMT	A/E	1		3			6
Methodology: Information Technology 300 As required by the National Curriculum.								
JMR 451	SMT	A/E	2	1			1	6
Methodology: Information Technology 451 A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMS 200	ALHM	A/E	1		2			6
Methodology: Sport Management 200 A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMS 300	ALHM	A/E	1		3			6
Methodology: Sport Management 300 A practical application of the principles of management in the following activities: logistical								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
principles, track and field athletics (cont.), netball, hockey/soccer/rugby and an event of choice.								
JMS 451	ALHM	A/E	2	1			1	6
Methodology: Sport Management 451								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMT 204	SMT	A/E	1		2			6
Methodology: Engineering Graphics and Design 204								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMT 304	SMT	A/E	1	1	3			6
Methodology: Engineering Graphics and Design 304								
As required by the National Curriculum.								
JMT 454	SMT	A/E	2	1			1	6
Methodology: Engineering Graphics and Design 454								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMV 200	SS	A/E	1		2			6
Methodology: Guidance and Counselling 200								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMV 300	SS	A/E	1	1	3			6
Methodology: Guidance and Counselling 300								
As required by the National Curriculum.								
JMV 451	SS	A/E	2	1			1	6
Methodology: Guidance and Counselling 451								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMW 200	SMT	A/E	1		2			6
Methodology: Mathematics 200/General Mathematics 200								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JMW 300	SMT	A/E	1	1	3			6
Methodology: Mathematics 300/General Mathematics 300								
History of Mathematics; practical methodology for effective teaching and learning of Mathematics.								
JMW 451	SMT	A&E	2	1			1	6
Methodology: Mathematics 451/General Mathematics 451								
A thorough overview of the learning content with specific focus on practical application as prescribed by the National Curriculum Statement Documents. Emphasis is laid on reaching the prescribed learning outcomes.								
JNH 454	ALHM	A/E					4	3
First Aid 454								
A practical course in the basic skills of first aid.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JNM 311	SMT	A/E	1	1		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	SMT	A/E	1	1		2		6
Research Methodology 321								
A theoretic-practical frame of reference of the statistical computing of research information.								
JNM 451	SMT	A/E	3				1	12
Research Project 451								
The theory of a research project.								
JNM 454	SMT	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. Human rights in Education.								
JOO 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.								
JOT 120	SMT	A/E	1	3		2		10
Design and Technology 120								
Design 1: Types of design. Design aspects. Design principles, design elements, design techniques. Introduction to graphic communication skills. Evaluating existing and own designs. Students are required to hand in a portfolio.								
JOT 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.								
JOT 152	SMT	A/E	3	1			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.								
JOT 210	SMT	A/E	1	3		1		10
Design and Technology 210								
Design 2								
Advanced graphic communication skills. Application of design principles, design elements and techniques in selected practical projects. Advanced evaluation of existing and own designs. Students are required to hand in a portfolio.								
JOT 220	SMT	A/E	2	2		2		10
Design and Technology 220								
Processing								
Theory of the properties of material. Practical projects applying knowledge and understanding of how materials can be processed to change or improve its properties in order to make it suitable for specific purposes.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JOT 310	SMT	A/E	2	2		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	2	2			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	2	2			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				1	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 and Anatomy								
Plant morphology, anatomy. Roots, stems, leaves, flowers, inflorescence, seeds, fruit.								
JPK 120	SMT	A/E	2	2		2		10
Botany 120								
Reproduction in Plants								
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								
Plant Diversity								
Taxonomy. Plant systematics. Principles of taxonomy, five kingdom system, classification, identification. Scientific denomination, rules and principles. Viruses, bacteria, cyanobacteria, fungi, algae, lichens, bryophytes, ferns. Seed plants systematics. Cycadopsida, gnetopsida, ginkgopsida, pinopsida, Magnoliopsida: monocotyledons and dicotyledons.								
JPK 220	SMT	A/E	2	2		2		10
Botany 220								
Ecology								
Biodiversity. Principles of plant geography, biomes, floristic kingdoms of the world.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
Southern African flora: composition, relationship with other floras, endemism, Southern African biomes, garden plants, invaders. Ecology: ecosystem, energy flow, production, trophic levels, foodstuff cycles, dynamics, vegetation, human and ecology, pollution, relationships between organisms. Environmental factors: Abiotic component. – Soil, light, water, temperature, fire, wind. Biotic component. Nature conservation. Techniques.								
JPK 310	SMT	A/E	2	2		1		12
Botany 310 Plant Biochemistry Chemical components. Organic compounds: Carbohydrates, lipids, proteins, nucleic acids water relations, mineral salts. Physiological processes. Chemosynthesis, photosynthesis, respiration. Biotechnology.								
JPK 320	SMT	A/E	2	2		2		12
Botany 320 Plant Physiology Differentiation. Differential growth, juvenility, phase changes, plant movements, biological clock, vernalisation, 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
Teaching Practice 452, 453 <ul style="list-style-type: none"> • Official, full-time modules for which no student may be remunerated; • Comprise 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 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 on a continuous basis by schools and university staff. 								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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			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.								
JSB 110	ALHM	A/E	2			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.								
JSB 120	ALHM	A/E	2			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		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			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		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			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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JSN 110	ECD	A/E	2			1		6
Special Needs Education 110								
Introduction to inclusive education and White Paper 6 on Special Education Needs.								
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 454	ECD	A/E	2	1			4	12
Special Needs Education 454								
Research project in special education needs.								
JST 320	ECD	A/E	2			2		12
Learning area: NS and Technology 320								
Content of the learning area of Natural Sciences and Technology.								
JTK 200	ALHM	E	1		2			12
Language across the Curriculum 200								
Effective communication strategies linked to the requirements of the teaching profession.								
JTK 300	ALHM	A	1		3			12
Taal oor die Kurrikulum 300								
Effektiewe kommunikasie-strategieë gekoppel aan die vereistes van die onderwys-professie. Indien 'n student nie Afrikaans magtig is nie, moet enige ander taalmodule van ten minste 12 krediete op die hoofkampus gevolg word.								
JTT 110	SMT	A/E	2	2		1		10
Engineering Graphics and Design 110								
Descriptive geometry								
The design process								
Drawing standards, geometrical concepts and constructions, scales, first and third angle projection, descriptive geometry: points and line segments, oblique planes. Computer-aided design (CAD). Knowledge and skills will be applied in a compulsory design project.								
JTT 120	SMT	A/E	2	2		2		10
Engineering Graphics and Design 120								
Engineering drawing								
The design process								
Plane figures, developments and interpenetrations. Computer-aided design (CAD). Knowledge and skills will be applied in a compulsory design project.								
JTT 210	SMT	A/E	2	2		1		10
Engineering Graphics and Design 210								
Descriptive geometry								
The design process								
Apply the knowledge of the following in a design project: Sections of plane figures and solids, pictorial views, diametric and trimetric and two-point perspective, loci in mechanisms, spirals and helixes. Computer-aided design (CAD).								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
JTT 220	SMT	A/E	2	2		2		10
Engineering Graphics and Design 220								
Engineering drawing								
The design process								
Apply the knowledge of the following in a design project: Machine drawing and assembly drawing. Computer-aided design (CAD).								
JTT 310	SMT	A/E	2	2		1		12
Engineering Graphics and Design 310								
Descriptive geometry								
The design process								
Interpenetration and development – conclusion. Loci: cycloids, trochoids and cams. Computer-aided design (CAD). Knowledge and skills will be applied in a compulsory design project.								
JTT 320	SMT	A/E	2	2		2		12
Engineering Graphics and Design 320								
Engineering drawing								
The design process								
Machine drawings and assembly drawings – conclusion. Computer-aided design (CAD). Knowledge and skills will be applied in a compulsory design project.								
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.								
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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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	1			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.								
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 I								
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 II								
Areas and distances, the definite and indefinite integral, fundamental theorem of calculus, applications of integration: areas between curves, volume and arc length.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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								
Euclidian geometry: 2-D and 3-D. Transformations: Translations, rotations and reflections. Analytic geometry: parabolas, ellipses, hyperbolas; shifted conics, rotations, polar co-ordinates, polar equations and parametric equations.								
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 215	SMT	A/E	2	2		1		10
General Science 215								
Life and Living I								
Cells, Photosynthesis, Respiration, Plant Anatomy and Physiology, Human Biology.								
JWT 225	SMT	A/E	2	2		2		10
General Science 225								
Life and Living II								
Genetics, Natural History, Biodiversity, Biomes, Ecology.								
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.								
KDW 710	EP	A/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.								
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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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.								
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						16
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.								
KRO 410	CS	A/E						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.								
KSE 880	CS	A/E						15
Curriculum Studies 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 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 a master's project and be related to their compulsory internship at an appropriate institution.								
LBL 880	EPS	A/E						25
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						25
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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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.								
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.								
LMD 400	CS	A/E						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.								
LNT 400	CS	A/E						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).								
LOB 880	CS	A/E						15
Learning Theories 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.								
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).								
LSG 710	SS	E	2			1		16
Learning Support 710								
The neurological interpretation and processing of the reading process in the brain; the								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
impact of perception (motor, visual and auditory) on the integrated learning process; learning support strategies (sound and word recognition); reading habits, extension of eye span and reading speed; reading motivation. A practical learning support model which focuses on assessment as well as devising a supporting programme to cater for individual needs.								
LSG 780	SS	E						16
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.								
LSN 730	SMT	A/E						16
Life Sciences Education 730								
The nature and structure of life science: implications for Life Sciences teaching; Learning excellence in Life Sciences; Development and administration of a school's Life Sciences department; Planning of learning activities in Life Sciences; Experimentation and research methodology; Practical work, demonstrations and microscope work; Management and use of organisms in the laboratory; The Life Sciences club; Excursions and fieldwork; Safety in the laboratory.								
LVO 731	EPS	E						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.								
MCE 730	SMT	A/E						16
Mathematics Education 730								
Perspectives in the teaching and learning of mathematics. This module will focus on contemporary issues in mathematics education such as: Types of mathematical knowledge in teacher education; Learning theories in mathematics education; Use of technology in the teaching of mathematics; Classroom research; Gender; Language; Culture (Ethno mathematics). Mathematics in context: prospects and challenges. This module also focuses on the role of mathematics in different contexts (including real life contexts): Nature of mathematics – mathematics as a human activity; Rationale for learning mathematics; The theory of Realistic Mathematics Education; Content-driven and context-driven approach in mathematics; Mathematical literacy; Knowledge 'transfer': some challenges – school mathematics vs real world.								
MEP 420	CS	A/E						10
Mentorship 420								
Principles of mentorship. Strategies for mentorship. Mentorship practice. Leadership. Interpersonal aspects.								
MII 880	CS	A/E						12
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. Development of practice skills.								
MOM 880	CS	A/E						12
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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
be included, both descriptive and inferential statistics. Practical workshops will be given in SPSS and Atlasti.								
NME 715	CS	A/E						12
Foundations 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; 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.								
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.								
NMP 781	EPS	A/E						16
Values and Human Rights 781								
Practical Research project on managing values and human rights in education. Include themes Values in Education, Human rights and democracy; 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.								
NSV 420	CS	A/E						10
Research Supervision 420								
Supervision of postgraduate students. Research project management. Research funding. Research leadership.								
NTO 880	CS	A/E						15
New Frontiers and Development 880								
Race, class and gender in science and technology education; TIMSS and other comparative studies in science and technology education; policy studies, environmental studies and globalisation and 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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
OBS 114		A/E	3			1		10
Business Management 114								
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. Introduction to and overview of general management, especially regarding the five management tasks: strategic management; contemporary developments and management issues; financial management; marketing and public relations. Introduction to and overview of the value chain model, management of the input, management of the purchasing function, management of the transformation process with specific reference to production and operations management, human resources management, and information management, corporate governance and black economic empowerment (BEE).								
OBS 124		A/E	3			2		10
Business Management 124								
The nature and development of entrepreneurship; the individual entrepreneur. Characteristics of South African entrepreneurs. Looking at the window of opportunity. Getting started (business start-up). Exploring different routes to entrepreneurship; entering a family business; buying a franchise; home-based business and the business buyout. This semester also covers how entrepreneurs can network and find support in their environments. Case studies of successful entrepreneurs. South African entrepreneurs are studied.								
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 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 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 business 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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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.								
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.								
ODK 895	EP	A/E						120
Dissertation of limited scope 895								
Dissertation of limited scope conducted under supervision of a supervisor in the area of Orthodidactics.								
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								
The educational psychologist as consultant and facilitator within a multi-cultural framework; underlying theory and approach to educational psychological assessment and intervention; forensic dimension; the foundation of child psychotherapy; the educational psychologist as a person; different assessment and therapeutic approaches and the well-founded use thereof regarding children with emotional and behavioral problems; repertoire of assessment and therapeutic techniques when working with children; principles for planning and implementation of assessment and intervention with children and andragogical intervention with parents.								
OPG 895	EP	A/E						120
Dissertation of limited scope 895								
Dissertation of limited scope conducted under supervision of a supervisor in the area of emotional and behavioural problems.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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 interventions 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.								
OPR 800	EP	A/E						15
Educational Psychological Practice 800								
Practical module:assessment and support of children with emotional, behavioural, learning and career-related needs; analysis of families; community work; group work; implementation and interpretation of psychological media; diagnosis; referrals; report writing; feedback sessions with parents; multi-disciplinary liaison; parent education/guidance; interviewing skills within the educational psychological helping model; listening and communication skills; ethical issues and the rights of the client. The practice of the educational psychologist.								
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 module provides students with a clear sense of the historical origins of contemporary issues in South African schooling. By examining key events and developments in the history of South African education, the module demonstrates that education is not a neutral entity, but rather the product of specific historical, political and cultural conditions. The module emphasizes 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								
A focus on learning: Cognitive, affective and normative components of learning; the climate of learning, learning as a process, environmental influences. A focus on facilitation: 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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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 informatory 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 an informatory pedagogy at classroom level.								
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 (Post-modern Praxis). Various instructional designs and assessment strategies fitting the philosophies of thinking in support of subject teaching are dealt with in the module.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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 21st 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 various contexts and the pastoral function of education (life skills and counselling); Vulnerability and buffers to vulnerability.								
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.								
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 typical to the analysis of families; analysis of psycho-socio causal factors of family problems; analysis of families with special concerns, underlying theory of parent education with regard to all these aspects as the central theme.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
OUB 895	EP							120
Dissertation of limited scope 895								
Dissertation of limited scope conducted under supervision of a supervisor in the area of Parent Education.								
OWG 720	CS	A/E						16
Community Education 720								
Goals and principles of community education; asset-based approach; major components in community education; Conceptual and theoretical framework; Community-empowered schools; Schools as community centres; School-family-community partnerships; Community, adult and youth services; Community education programme development and evaluation models; Logic model; Building community collaborations; Service-learning project.								
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.								
OWR 880	EPS	A/E						20
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.								
OWT 410	CS	A/E						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.								
OWT 731	EPS	E						16
Theories in Education Management 731								
Models in education management; the management of change; organizational management.								
PEL 400	CS	A/E						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 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.								
PFO 400	CS	A/E						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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
PFO 430	CS	A/E						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.								
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.								
PHN 730	SMT	A/E						16
Physical Sciences Education 730								
Instructional strategies; Reform in Physics and Chemistry Education; Alternative concepts.								
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 assessment.								
PPF 400	CS	A/E						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.								
PRE 880	CS	E						12
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.								
QPI 711	CS	E						16
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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
an understanding of the key roles and functions of management in designing and managing the quality management system.								
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.								
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: Concept of time; Concept of God; Ancestral cult; Power doctors, healers and cultic leadership. Ethics: Examples of African religion; San religion; Zulu religion and 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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
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 music; religious aspects of well-known artifacts and musical compositions; function of art and music in worship.								
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.								
RTT 100	SS	A/E	2	2	1			20
Computer Application Technology 100								
Theory. Microsoft Office: - Microsoft Word: All the functions even advanced functions as well as different documents to apply these functions/editing of documents. An introduction to Microsoft Excel. To key in information. Some functions and formulas and to create graphs according to information.								
RTT 110	SS	A/E	2	2		1		10
Computer Application Technology 110								
Theory. Keyboard skills, use of the mouse, development of speed and accuracy. Competence in the use of Microsoft Word. An introduction to Microsoft Excel. To key in information. Some functions and formulas and to create graphs according to information								
RTT 120	SS	A/E	2	2		2		10
Computer Application Technology 120								
Microsoft Word. Advanced functions apply to/edit different documents. An introduction to Microsoft Excel. To key in information. Some functions and formulas and to create graphs according to information								
RTT 200	SS	A/E	2	2	2			20
Computer Application Technology 200								
Basic Concepts of Information Technology. Word processing – Microsoft Word. Spreadsheet – MS Excel, Presentations and Microsoft Power Point, Corel presentations. Using the computer and managing files (Windows). Information and Communication – e-mail and internet (according to ICDL – International Computer Driver Licence). Practical: Advanced paragraphing, subparagraphs using bullets, correspondence, Business letters, circulars, memo's faxes, envelopes, labels and mail merge. Newspaper style columns, newsletters and magazine articles. General display: Menus, advertisements. Documents for meetings.								
RTT 300	SS	A/E	2	2	3			24
Computer Application Technology 300								
Advanced Basic Concepts of Information Technology, Advanced Use of the Computer and managing of files, Advanced Word Processing, Advanced Spreadsheets, Advanced								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
Database, Advanced Presentation, Information and Communication. (according to ICDL – International Computer Driver Licence). Practical – Financial presentations, newsletters and reports. Email correspondence. Web documents. Literary work.								
SCK 730	SMT	A/E						16
Science and Indigenous Knowledge 730								
Epistemological and conceptual issues associated with Indigenous Knowledge Systems (IKS), and the nature of Science. Methodological pluralism: ways of knowing and knowledge production in IKS, and Science; The Science Curriculum and Indigenous Knowledge (IK): implications for teaching and learning content, and anticipated outcomes; The nature of the interface between Science and IK or Traditional Knowledge (TK); Development of teacher support materials (instructional resources): for interfacing western and indigenous science.								
SCS 730	SMT	A/E						16
Science, Technology and Society 730								
Public understanding and the nature of science: scientific literacy; Scientist and non-scientist: closing the gap; The impact of society on science and technology; The impact of science and technology on society; Women, science and society; Current debates in Natural Sciences.								
SCU 730	SMT	A/E						16
Science Curriculum 730								
Nature and definitions of Curriculum; Comparative Science Curricula worldwide; Theories of Curriculum Development; Current trends and research in Curriculum Development; Integrated Science and Mathematics Education, Curriculum analysis and evaluation.								
SEF 471	CS	E						20
Mathematics 471								
Basic Calculus with applications in single-variable systems. Matrices. Discrete and continuous probability.								
SEF 472	CS	E						20
First Course in Chemistry 472								
General introduction to atoms, elements, chemical bonding and structure, chemical reactions, reactivity, chemical equilibrium, acids and bases, thermochemistry, electrochemistry, phases of matter, organic bonding, stereochemical aspects, organic reactions of hydrocarbon, alcohols, ethers, thiols, amines, aldehydes, ketones, carboxylic acids and their derivatives, carbohydrates, lipids and proteins. Practical: Synthesis and properties of simple organic and inorganic compounds.								
SEF 473	CS	E						20
General Physics 473								
Units, vectors, one-dimensional kinematics of a point, relativistic kinematics, dynamics, work, equilibrium, sound, liquids, heat, electrical potential and capacitance, optics, radio-activity.								
SEF 475	CS	E						20
Mathematics 475								
Basic Calculus with applications in single-variable systems. Discrete and continuous probability.								
SEF 481	CS	E						20
Current trends in Mathematics, Science and Technology Education 481								
Notions of excellence in Mathematics, Science and Technology education embedded in the learning area programmes will be explored. The philosophy and goals of outcomes-based education. The specific outcomes in the Natural Sciences, Numeracy and Mathematics, and Technology learning areas. Curriculum development and assessment.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
SEF 482	CS	E						20
Computers in Mathematics, Science and Technology Education 482								
Basic Internet Skills: The World Wide Web as a source of information and data: Searching the World Wide Web and book marking of sites, Searches of cyberspace for programmes and data, File transfer protocol and obtaining computer and data files from remote sites; Email, Distributed messages; News groups and chat areas; Finding and using graphics. Latest technology. Using the Internet in the Mathematics, Science and Technology classroom: Taxonomies of the use of telecommunications in the classroom; Useful sites on the Internet for mathematics, science and technology teachers; Project based teaching; Collaborative projects on the Internet.								
SEF 486	CS	E						20
Life Sciences 486								
This is an introductory module in Life Sciences designed for educators who wish to acquire and develop skills required for successful Life Sciences teaching at both the Senior and the Further Education and Training Phase (FET). Topics addressed in this module are Basic Chemistry, the Cell and also the Scientific Method.								
SEF 487	CS	E						20
Life Sciences 487								
This is an advanced module in Life Sciences designed for content enrichment and to lay a solid foundation for successful further studies and teaching in the Biological Sciences. Topics addressed in this module include Microbiology, Environmental Sciences and Genetics. The topics do not only form part of the new FET Curriculum, but they are prerequisites for tertiary studies in the Biological Sciences.								
SLB 700	EP	A/E						24
School Guidance and 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.								
SMP 780	SMT	A/E						16
Research Project 780								
Write a research report; Small-scale action research in the teaching/training situation. Research proposal development; Use quantitative and/or qualitative methods.								
SPH 401	CS	A/E						12
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 acquiring of a language and how to explore the world through language.								
SPH 402	CS	A/E						12
Mathematics 402								
How to facilitate learning in Mathematics to ensure confidence in using numerical, geometric and graphical relations.								
SPH 403	CS	A/E						12
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.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
SPH 404	CS	A/E						12
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, artifacts, technology and experiences of ordinary people.								
SPH 405	CS	A/E						12
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						12
Economic and Management Sciences 406								
Learners must be able 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						12
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 skills of observation and testing and in the process become part of the natural heritage of all nations. Analyse the National Curriculum and compile an integrated learning plan for the year.								
SPH 408	CS	A/E						12
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 technological capability, seek practical solution-orientated to skills learning and also accessing, processing and using information.								
SVE 880	CS	A/E						15
School Improvement and Effectiveness 880								
Elective modules build upon the core modules presented in the first year. This 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 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.								
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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
specific components of the tourism system, their relationships and their interdependence. Specific attention is placed on key components such as attractions, transportation, distribution channels, hospitality and related services.								
TBE 120		A/E	4			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 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 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 in general.								
TBE 220		A/E	4			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 visitor 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 development, trends, practices and case studies in destination marketing are also addressed.								
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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
<p>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.</p> <p>Hospitality management 2</p> <p>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.</p>								
TBE 320		A/E	4			2		20
<p>Tourism Management 320</p> <p>Tourism distribution management</p> <p>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.</p> <p>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.</p> <p>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 specialisation in travel retailing such as corporate travel and incentive travel are also introduced.</p> <p>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 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.</p>								
TNO 711	CS	A/E						16
<p>Technology Education in Practice 711</p> <p>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.</p>								
TNO 721	CS	A/E						16
<p>Technological Competencies 721</p> <p>To enable learners to teach technology in the following themes: materials, structures, systems, processing and production.</p> <p>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.</p>								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
TNO 740	CS	A/E						16
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						16
Research Project 780								
Small-scale action research in the school or work place. Research proposal development. Use qualitative and/or quantitative methods.								
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.								
VAF 400	CS	A/E						24
Subject Didactic: 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						24
Methodology: African Languages 400								
Only students who graduated on third-year level in an African language can register 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.								
VBT 400	CS	A/E						24
Subject Didactics: Business Studies 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).								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
VDD 400	CS	A/E						24
Subject Didactics: Dance Studies 400								
The nature and structure of the subject as it pertains to the further education and training phase. Mastering the practical skills for dance design and creative dancing.								
VDU 400	CS	A/E						24
Subject Didactics: Dramatic Arts 400								
Unique character and structure of the subject. Analysis and integration of syllabi to facilitate learning. Learning task design and operation to accomplish the facilitating of learning. Strategies for the assessment of learning outcomes. A reflection.								
VEK 400	CS	A/E						24
Subject Didactics: 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	E						24
Subject Didactics: 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						24
Methodology: Foreign Languages 400								
Only students who graduated on third-year level in a foreign language can register for this 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						24
Subject Didactics: 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.								
VGO 780	CS	A/E						16
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. Use quantitative and/or qualitative methods.								
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 studies; goals and principles of community education; major components in community education: schools as community centres; community schools; community involvement; integration of community education and the school; youth development; adult and family services; maximum use of facilities; collaboration; funding; educating, training and organising community volunteers.								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
VGS 400	CS	A/E						24
Subject Didactics: 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 prior knowledge. 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.								
VGZ 421	CS	A/E						10
Practice 421								
The learner: his or her prior 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						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.								
VHS 400	CS	A/E						24
Subject Didactics: Hospitality Studies 400								
The nature and structure of the subject hospitality studies. Basic principles, concepts and practices in hospitality studies. Facilitating learning in hospitality studies. Design and implementation of supportive learning material.								
VHT 400	CS	A/E						24
Subject Didactics: Consumer Studies 400								
The nature and structure of the subject consumer studies. Basic principles, concepts and practices in consumer studies. Facilitating learning in consumer studies. Design and implementation of supportive learning material.								
VIG 400	CS	A/E						24
Subject Didactics: Information Technology 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								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
importance in the teaching situation. Interpretation of the syllabus as well as guidance with regard to educational obstacles in the class situation.								
VLТ 400	CS	A/E						24
Subject Didactics: Life Orientation 400								
The nature and structure of the learning area as it pertains to the further education and training phase. This learning area confronts learners with how to live a meaningful and successful life. 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.								
VLW 400	CS	A/E						24
Subject Didactics: Life Sciences 400								
Nature and structure of the subject. Objectives in teaching. Syllabus analysis and work scheme. Reduction of subject content. Study objectives formulation. Learning theory and heuristic learning. The Life Sciences laboratory. Lesson planning and evaluation. Formulating questions. Experimenting and demonstration. Microscope work. Dissections. Evaluation.								
VMU 400	CS	A/E						24
Subject Didactics: Music 400								
The module 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						24
Subject Didactics: Physical 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.								
VRG 400	CS	A/E						24
Subject Didactics: Computer Application 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, practicing of a skills subject. Organising the structure of the lesson – general, work schemes, timetable planning, touch-typing for the teacher. Teaching Aids Grades 8 – 12.								
VRK 400	CS	A/E						24
Subject Didactics: Accounting 400								
The fundamental nature and structure of the subject accounting. Basic principles, concepts and operations in accounting. Facilitating literacy. Design and implementation of supportive learning material.								
VTO 400	CS	A/E						24
Subject Didactics: Tourism 400								
General review with regard to tourism; communication in tourism; eco-tourism; geographical tourism; technology in tourism; basic accounting; career opportunities in								

Module code	Dept	Lang	lpw	ppw	Year	Sem	Qr	Cr
tourism; worldwide perspective with regard to tourism; tourism market and the marketing of tourism.								
VVK 400	CS	A/E						24
Subject Didactics: Visual Arts 400								
The nature and structure of the subject visual art. Basic principles, concepts and practices in visual art. Facilitating learning in visual art. Design and implementation of supportive learning material.								
VWG 400	CS	A/E						24
Subject Didactics: Mathematical Literacy 400								
The fundamental nature and structure of the subject mathematics. Basic principles, concepts and operations in mathematics. Facilitating literacy. Design and implementation of supportive learning material.								
VWL 710	CS	A/E						16
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.								
VWS 400	CS	A/E						24
Subject Didactics: 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).								
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.								