

# 2019

Yearbook  
Jaarboek



**FACULTY OF EDUCATION**  
HONOURS AND POSTGRADUATE PROGRAMMES  
BEdHons, MEd & PhD

**FAKULTEIT OPVOEDKUNDE**  
HONNEURS EN NAGRAADSE PROGRAMME  
BEdHons, MEd & PhD

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PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE.

The General Academic Rules of the University, to which all students have to subject themselves and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the web page at: <http://www.nwu.ac.za/yearbooks>.

*Die Algemene Akademiese Reëls van die Universiteit, waaraan alle studente hulle moet onderwerp en wat op al die kwalifikasies wat die Universiteit aanbied, van toepassing is, verskyn in 'n afsonderlike bundel op die webblad: <http://www.nwu.ac.za/yearbooks>.*

**Please note:** Although the information in this Calendar has been compiled with the utmost care and accuracy, the Council and the Senate of the University accept no responsibility whatsoever for errors that may occur. Before students finally decide on the selection of modules, they must consult the class timetable. If a clash occurs in the planned selection of a student, the relevant module combination is not permitted.

**Let wel:** *Alhoewel die inligting in hierdie Jaarboek met die grootste omsigtigheid en akkuraatheid saamgestel is, aanvaar die Raad en die Senaat van die Universiteit geen verantwoordelikheid vir foute wat mag voorkom nie. Voordat studente uiteindelik besluit oor die keuse van modules, moet hulle die klasrooster raadpleeg. Indien 'n botsing in die beplande keuse van 'n student plaasvind, is die betrokke modulekombinasie nie toelaatbaar nie.*

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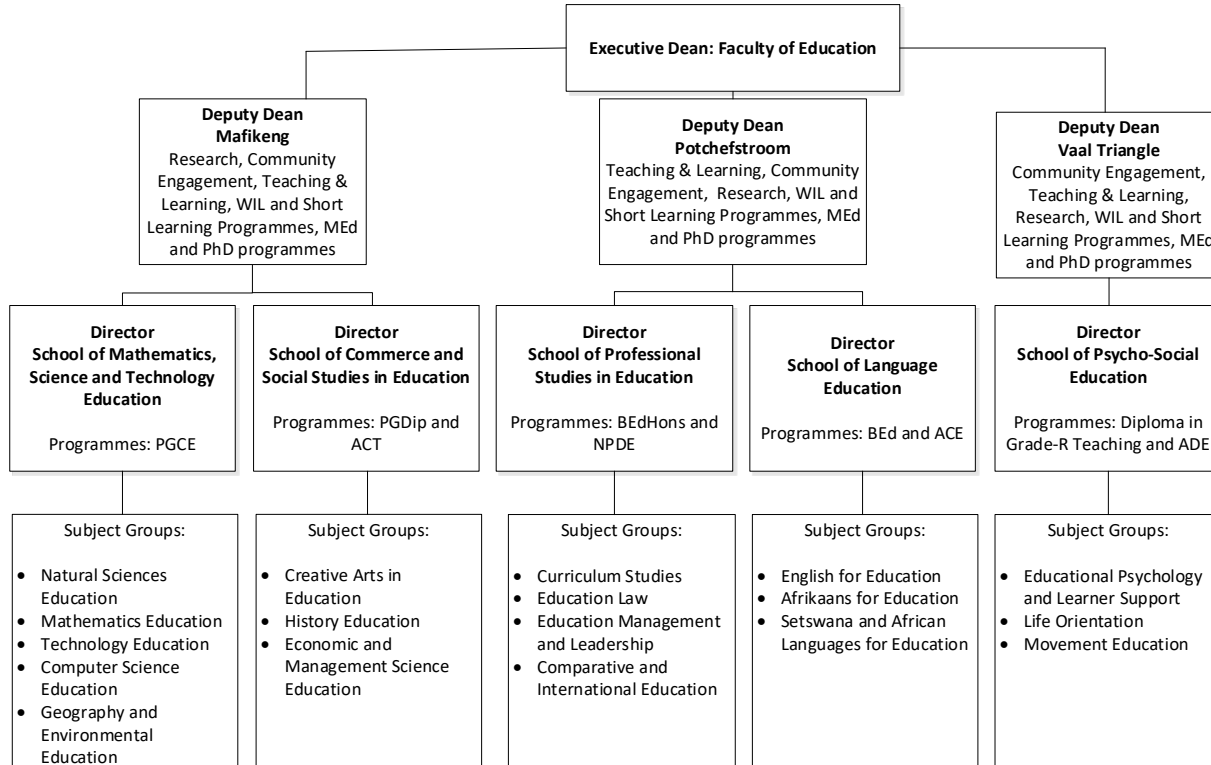
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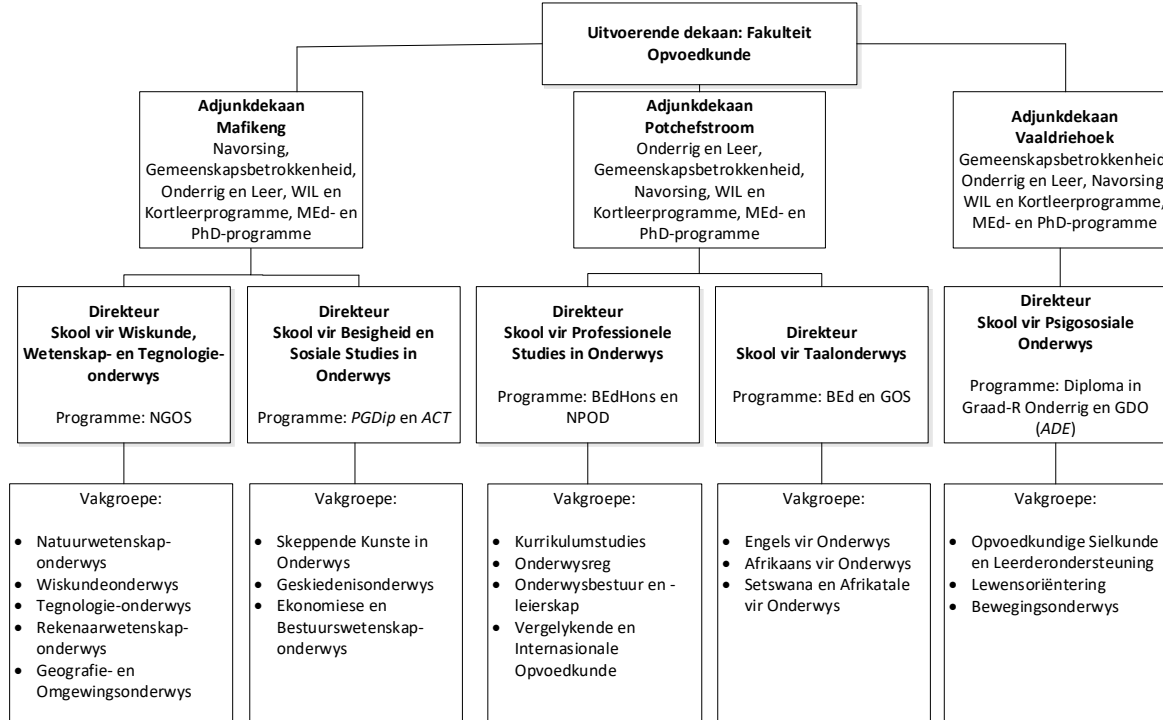
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# Organigram of the Faculty structure 2019



# Organigram van Fakulteitstruktuur 2019



# **FACULTY OF EDUCATION**

## **Faculty management committee**

### **Executive Dean (*Chairperson*)**

Prof LN Conley - BA, BEdHons, MEd, DEd

### **Deputy Deans**

Teaching and Learning: Prof HJ van Vuuren - BAHons, BEd, MEd and PhD

Community Engagement and Commercialisation: Vacant

Research and Innovation: Prof WT Dudu - DipEd, BEd, MScEd, PhD

### **Directors of Research Entities**

Research Unit Edu-HRight: Vacant

Research Focus area SDL: Prof E Mentz - BA, HED, BScHons, MSc, PhD

Research niche Edu-Lead: Prof J Heystek - BA, HED, BEdHons, MEd and PhD

Research niche COMBER: Prof LA Wood – BA, BASS, MA, PGCHE, DEd

### **School Directors**

School of Professional Studies in Education: Prof PJ Mentz – BA, HED, BEd, MEd, DEd, PhD, Dip (Tertiary Education)

School of Languages Education: Dr EM Reyneke – BA, BEd, MA, PhD

School Commerce and Social Studies for Education: Dr M Matashu – CISA, BComHons, PGCE, PhD, MBA

School of Mathematics, Science and Technology Education: Dr MP Nkhoma - Dip ED, BSc, MEd, PhD

School of Psycho-social Education: Prof J Hay - BA, BAHons, MA, PhD, HED

### **Deputy School Directors**

School of Professional Studies in Education: Prof CB Zulu – BA, MA, DEd

School of Professional Studies in Education: Dr E Küng – BA, PGCE, BEdHons, MEd, PhD

School of Languages Education: Dr LM Hove - BAHons, GradCE, PGDE, MA, PhD

School of Languages Education: Dr R Krügel – BA, HED, BEdHons, MEd, PhD

School of Commerce and Social Studies for Education: Dr PG Warnich – BA, BAHons, HED, MA, BEd, PhD

School of Commerce and Social Studies for Education: Dr GP van Tonder – BCom, HED, BTechHons, MEd, PhD

School of Mathematics, Science and Technology: Dr NP Petersen - BScEd, BScHons, FDE, MPhil, PhD

School of Mathematics, Science and Technology: Dr MM Kloppers - BSc, HED, BEdHons, MEd, PhD

School of Psycho-social Education: Dr N Shaikhmag – BCom, BEdHons, MEd, PhD

School of Psycho-social Education: Prof JA Rens - BA, HED, BEdHons, MEd, PhD

### **Faculty Administrators**

Mr JJ Liebenberg (Senior)

Ms I Kakula

Ms AMC Cloete

### **Quality Enhancement Administrator**

Ms V Claassen

### **Faculty Accountant**

Ms JM van Heerden

## **Faculty Board**

**The election of all the members of the Faculty Board is not yet finalised and therefore only the categories are listed below.**

### **Executive Dean (*Chairperson*)**

### **Deputy Deans**

### **Directors of Research Entities**

### **School Directors**

### **Deputy school Directors**

### **Elected representatives from the academic staff**

- 2 NRF rated researchers
- 6 Professors
- 7 Associate professors
- 7 Senior lecturers
- 7 Lecturers
- 6 Junior lecturers

### **Faculty representatives on the senate**

### **Faculty Administrator**

### **Student representative**

### ***Ex officio:***

- Deputy Faculty Administrators
- Quality Enhancement Administrators
- Faculty Accountant
- Librarian
- Secretariat

# **FAKULTEIT OPVOEDKUNDE**

## **Fakulteitsdagbestuur**

### **Uitvoerende dekaan (Voorsitter)**

Prof LN Conley – BA, BEdHons, MEd, DEd

### **Adjunkdekane**

Onderrig en Leer: Prof HJ van Vuuren – BAHons, BEd, MEd and PhD

Gemeenskapsbetrokkenheid en kommersialisering: Vakant

Navorsing en innovasie: Prof WT Dudu – DipEd, BEd, MScEd, PhD

### **Direkteure van Navorsingsentiteite**

Navorsingseenheid Edu-HRight: Vakant

Navorsingsfokusarea SGL: Prof E Mentz – BA, HED, BScHons, MSc, PhD

Navorsingsnisarea Edu-Lead: Prof J Heystek – BA, HOD, BEdHons, MEd and PhD

Navorsingsnisarea COMBER: Prof LA Wood – BA, BASS, MA, PGCHE, DEd

### **Skooldirekteure**

Skool vir Professionele Studies in Onderwys: Prof PJ Mentz – BA, HED, BEd, MEd, DEd, PhD, Dip (Tersiêre Onderwys)

Skool vir Taalonderwys: Dr EM Reyneke – BA, BEd, MA, PhD

Skool vir Besigheid en Sosiale Studies in Onderwys: Dr M Matashu – CISA, BComHons, PGCE, PhD, MBA

Skool vir Wiskunde-, Wetenskap- en Tegnologie- onderwys: Dr MP Nkhoma - Dip ED, BSc, MEd, PhD

Skool vir Psigososiale Onderwys: Prof J Hay - BA, BAHons, MA, PhD, HOD

### **Adjunkdirekteure**

Skool vir Professionele Studies in Onderwys: Prof CB Zulu – BA, MA, DEd

Skool vir Professionele Studies in Onderwys: Dr E Küng – BA, PGCE, BEdHons, MEd, PhD

Skool vir Taalonderwys: Dr LM Hove - BAHons, GradCE, PGDE, MA, PhD

Skool vir Taalonderwys: Dr R Krügel – BA, HED, BEdHons, MEd, PhD

Skool vir Besigheid en Sosiale Studies in Onderwys: Dr PG Warnich – BA, BAHons, HOD, MA, BEd, PhD

Skool vir Besigheid en Sosiale Studies in Onderwys: Dr GP van Tonder – BCom, HED, BTechHons, MEd, PhD

Skool vir Wiskunde-, Wetenskap- en Tegnologie-onderwys: Dr NP Petersen - BScEd, BScHons, FDE, MPhil, PhD

Skool vir Wiskunde-, Wetenskap- en Tegnologie-onderwys: Dr MM Kloppers - BSc, HOD, BEdHons, MEd, PhD

Skool vir Psigososiale Onderwys: Dr N Shaikhnag – BCom, BEdHons, MEd, PhD

Skool vir Psigososiale Onderwys: Prof JA Rens - BA, HOD, BEdHons, MEd, PhD

### **Fakulteitadministrateurs**

Mnr JJ Liebenberg (Senior)

Me I Kakula

Me AMC Cloete

### **Kwaliteitsbevorderingsadministateur**

Me V Claassen

### **Fakulteitsrekenmeester**

Me JM van Heerden

## ***Fakulteitsraad***

***Die verkiesing van lede van die Fakulteitsraad is nog nie gefinaliseer nie en word slegs die kategorieë hieronder gelys.***

***Uitvoerende dekaan (Voorsitter)***

***Adjunkdekane***

***Direkteure van Navorsingsentiteite***

***Skooldirekteure***

***Adjunkskooldirekteure***

***Verkose verteenwoordigers vanuit die akademië***

- 2 NNF gegradeerde navorsers
- 6 Professore
- 7 Medeprofessore
- 7 Senior lektore
- 7 Lektore en
- 6 Junior lektore

***Fakulteitsverteenvoorgangers in die senaat***

***Fakulteitsadministrateur***

***Studente verteenwoordiger***

***Ex officio:***

- *Fakulteitsadministrateurs*
- *Kwaliteitsbevorderingsadministrateur*
- *Fakulteitsrekenmeester*
- *Bibliotekearis*
- *Sekretariaat*

## **CONTACT DETAILS FOR THE FACULTY**

### **Mafikeng**

- Telephone number: 018 389 2214
- E-mail address: [MCEducation@nwu.ac.za](mailto:MCEducation@nwu.ac.za)

### **Potchefstroom**

- Telephone number: 018 299 1766
- E-mail address: [Edu-EnquiryPotch@nwu.ac.za](mailto:Edu-EnquiryPotch@nwu.ac.za)

### **Vaal Triangle**

- Telephone number: 016 910 3060
- E-mail address: [VTC-Education-Info@nwu.ac.za](mailto:VTC-Education-Info@nwu.ac.za)

**Faculty Website:** <http://education.nwu.ac.za>

### **Contact details for Unit for Open Distance Learning**

The Unit for Open Distance Learning at the NWU, situated in Potchefstroom, delivers several distance programmes on behalf of the various faculties at a number of learning support centres in southern Africa.

Telephone number: 018 285 5900

Website: <http://distance.nwu.ac.za>

Email address: [DistancePotch@nwu.ac.za](mailto:DistancePotch@nwu.ac.za)

SMS: Send an SMS to 43366 NWU[Space]Student number[Space]Subject code[Space]And the question

## **KONTAKBESONDERHEDE VAN DIE FAKULTEIT**

### **Mafikeng**

- Telefoonnommer: 018 389 2214
- E-pos adres: [MCEducation@nwu.ac.za](mailto:MCEducation@nwu.ac.za)

### **Potchefstroom**

- Telefoonnommer: 018 299 1766
- E-pos adres: [Edu-EnquiryPotch@nwu.ac.za](mailto:Edu-EnquiryPotch@nwu.ac.za)

### **Vaaldriekhoek**

- Telefoonnommer: 016 910 3060
- E-pos adres: [VTC-Education-Info@nwu.ac.za](mailto:VTC-Education-Info@nwu.ac.za)

**Fakulteit Webtuiste:** <http://education.nwu.ac.za>

### **Kontakbesonderhede van die Eenheid vir Oop Afstandsleer**

Die Eenheid vir Oop Afstandsleer aan die NWU, geleë in Potchefstroom, lewer namens die verskillende fakulteite verskeie afstandsprogramme by 'n aantal leerondersteuningsentrums in Suider-Afrika af.

Telefoonnommer: 018 285 5900

Webtuiste: <http://distance.nwu.ac.za>

E-posadres: [DistancePotch@nwu.ac.za](mailto:DistancePotch@nwu.ac.za)

SMS: Stuur 'n SMS aan 43366 NWU[Spasie]Studentenommer[Spasie]Vakkode [Spasie]en die vraag



## SCHOOLS OF THE FACULTY / SKOLE IN DIE FAKULTEIT

School / Skool	Subject group / Vakgroep
School of Mathematics, Science and Technology Education / <i>Skool vir Wiskunde, Wetenskap- en Tegnologie-onderwys</i>	<ul style="list-style-type: none"> <li>• Natural Sciences Education <i>Natuurwetenskaponderwys</i></li> <li>• Mathematics Education <i>Wiskundeonderwys</i></li> <li>• Technology Education <i>Tegnologie-onderwys</i></li> <li>• Computer Science Education <i>Rekenaarwetenskaponderwys</i></li> <li>• Geography Education and Environmental Education <i>Geografie- en Omgewingsonderwys</i></li> </ul>
School of Commerce and Social Studies in Education / <i>Skool vir Ekonomiese en Sosiale Studies in Onderwys</i>	<ul style="list-style-type: none"> <li>• Creative Arts in Education <i>Skeppende kunste in Onderwys</i></li> <li>• History for Education <i>Geskiedenisonderwys</i></li> <li>• Economic Management Science Education <i>Ekonomiese en Bestuurswetenskap-onderwys</i></li> </ul>
School of Professional Studies in Education / <i>Skool vir Professionele Studies in Onderwys</i>	<ul style="list-style-type: none"> <li>• Curriculum Studies <i>Kurrikulumstudies</i></li> <li>• Education Law <i>Onderwysreg en -Beleid</i></li> <li>• Educational Management and Leadership <i>Onderwysbestuur en Leierskap</i></li> <li>• Comparative and International Education <i>Vergelykende en Internasionale Opvoedkunde</i></li> </ul>
School for Language Education / <i>Skool vir Taalonderwys</i>	<ul style="list-style-type: none"> <li>• English for Education <i>Engels vir Onderwys</i></li> <li>• Afrikaans for Education <i>Afrikaans vir Onderwys</i></li> <li>• Setswana and African Languages for Education <i>Setswana en Afrikatale vir Onderwys</i></li> </ul>
School of Psycho-Social Education / <i>Skool vir Psigososiale Onderwys</i>	<ul style="list-style-type: none"> <li>• Education Psychology and Learner Support <i>Opvoedkundige Sielkunde en Leerderondersteuning</i></li> <li>• Life Orientation <i>Lewensoriëntering</i></li> <li>• Movement Education <i>Bewegingsonderwys</i></li> </ul>

## **QUALIFICATIONS, PROGRAMMES AND CURRICULA**

The University has the authority to confer the following degrees, certificates and diplomas offered by the Faculty of Education:

- Doctor of Philosophy (PhD)
- Master of Education (MEd)
- Bachelor of Education Honours (BEdHons NQF level 8)
- Bachelor of Education Honours (BEdHons NQF level 7). (Programme is phasing out. Pipeline students till 2019)
- Postgraduate Diploma in Education
- Postgraduate Certificate in Education
- Bachelor of Education (BEd)
- Diploma in Grade R Teaching
- Advanced Diploma in Education for learners with special needs (ADE)
- Advanced Certificate in Teaching (ACT)
- National Professional Diploma in Education (NPDE). (Programme is phasing out. Pipeline students till 2019)
- Advanced Certificate in Education (ACE). (Programme is phasing out. Pipeline students till 2019).

## **KWALIFIKASIES, PROGRAMME EN KURRIKULUMS**

*Die Universiteit is bevoeg om die volgende grade, sertifikate en diplomas wat in die Fakulteit Opvoedkunde aangebied word, toe te ken:*

- *Doktorsgraad in Opvoedkunde (PhD)*
- *Meestersgraad in Opvoedkunde (MEd)*
- *Honneursgraad in Opvoedkunde (BEdHons NKF-vlak 8)*
- *Honneusgraad in Opvoedkunde (BEdHons NKF-vlak 7). (Program faseer uit. Pyplyn-studente tot en met 2019)*
- *Nagraadse Diploma in Opvoedkunde*
- *Nagraadse Onderwysertifikaat*
- *Graad in Opvoedkunde (BEd)*
- *Diploma in Graad R onderrig*
- *Gevorderde Diploma in Opvoedkunde vir leerders met spesiale behoeftes (Op Engels: ADE)*
- *Gevorderde Sertifikaat in Onderrig (ACT)*
- *Nasionale Professionele Onderwysdiploma (NPOD). (Program faseer uit. Pyplyn-studente tot en met 2019)*
- *Gevorderde Onderwysertifikaat (GOS). (Program faseer uit. Pyplyn-studente tot en met 2019)*

## QUALIFICATIONS, PROGRAMMES AND CURRICULA / KWALIFIKASIES, PROGRAMME EN KURRIKULUMS

HONOURS DEGREE / HONNEURSGRAAD					
LEVEL 7: UODL / VLAK 7: EOAL (Programme is phasing out. Pipeline students till 2019 / Program faseer uit. Pyplyn-studente tot en met 2019)					
QUALIFICATION / KWALIFIKASIE	PROGRAMME AND CODE / PROGRAM EN KODE	CURRICULUM AND CODE / KURRIKULUM EN KODE	METHOD OF DELIVERY / METODE VAN AFLEWERING	NQF- LEVEL / NKR-VLAK	CAMPUS / KAMPUS
<b>Bachelor of Education Honours / Honneursgraad in Opvoedkunde (BEdHons)</b>	Teaching and Learning/ <i>Onderrig en Leer</i> 464 120	General Teaching and Learning/ <i>Algemene Onderrig en Leer</i> O601P	UODL / EOAL	7	Potchefstroom
	Education Management, Law & systems/ Onderwysbestuur, Reg en Stelsels 464 121	Education Management, Law & systems / Onderwysbestuur, Reg en Stelsels O608P	UODL / EOAL	7	Potchefstroom
	Learner Support / Leerdersteuning 464 148	Learner Support / Leerdersteuning O610P	UODL / EOAL	7	Potchefstroom
	Teaching and Learning / Onderrig en Leer 464 120	Mathematics Education / Wiskunde-Onderwys O607P	UODL / EOAL	7	Potchefstroom
LEVEL 8: UODL / VLAK 8: EOAL					
<b>Bachelor of Education Honours / Honneursgraad in Opvoedkunde (BEdHons)</b>	Curriculum Studies / <i>Kurrikulumstudies</i> 4EC L01	Curriculum Studies / <i>Kurrikulumstudies</i> O601P	UODL / EOAL	8	Potchefstroom
	Curriculum Studies / <i>Kurrikulumstudies</i> 464 140	Curriculum Studies / <i>Kurrikulumstudies</i> O603P	UODL / EOAL	8	Potchefstroom
	Educational Management and Leadership / <i>Onderwysbestuur en -Leierskap</i> 4EX L01	Educational Management and Leadership / <i>Onderwysbestuur en -Leierskap</i> O601P	UODL / EOAL	8	Potchefstroom
	Learner Support / <i>Leerderondersteuning</i> 464 148	Learner Support / <i>Leerderondersteuning</i> O618P	UODL / EOAL	8	Potchefstroom
	Life Orientation / <i>Lewensoriëntering</i> 4EV L01	Life Orientation / <i>Lewensoriëntering</i> O601P	UODL / EOAL	8	Potchefstroom
	Mathematics Education / <i>Wiskunde-Onderwys</i> 4EL L01	Mathematics Education / <i>Wiskunde-Onderwys</i> O601P	UODL / EOAL	8	Potchefstroom
	Special Needs Education / <i>Spesiale Behoeftes</i> 4ES L01	Special Needs Education / <i>Spesiale Behoeftes</i> O601P	UODL / EOAL	8	Potchefstroom

**LEVEL 8: Full Time / Part Time (CONTACT) / VLAK 8: VOLTYDS / DEELTYDS (KONTAK)**

<b>Bachelor of Education Honours / Honneursgraad in Opvoedkunde (BEdHons)</b>	Afrikaans Taalonderwys (Only offered in Afrikaans) / (Word slegs in Afrikaans aangebied) 4EB L01	Afrikaans Taalonderwys (Only offered in Afrikaans) / (Word slegs in Afrikaans aangebied) O601P	Full-time / Voltyds Part-time Contact / Deelyds Kontak	8	Potchefstroom
	Information Technology Education / Inligtingstechnologie-Onderwys 4EJ L01	Information Technology Education / Inligtingstechnologie-Onderwys O601P	Full-time / Voltyds Part-time Contact / Deelyds Kontak	8	Potchefstroom
	Computer Applications Technology Education / Rekenaartoepassings-tegnologie-Onderwys 4BG L01	Computer Applications Technology Education / Rekenaartoepassings-tegnologie-Onderwys O601P	Full-time / Voltyds Part-time Contact / Deelyds Kontak	8	Potchefstroom
	Curriculum Studies / Kurrikulumstudies 4ED L01	Curriculum Studies / Kurrikulumstudies O601P	Full-time / Voltyds Part-time Contact / Deelyds Kontak	8	Mafikeng / Potchefstroom / Vaal
	Educational Management and Leadership / Onderwysbestuur en -Leierskap 4EW L01	Educational Management and Leadership / Onderwysbestuur en -Leierskap O601P	Full-time / Voltyds Part-time Contact / Deelyds Kontak	8	Mafikeng / Potchefstroom / Vaal
	Educational Psychology / Opvoedkundige Sielkunde 4EF L01	Educational Psychology / Opvoedkundige Sielkunde O601P	Only Full-time / Slegs voltyds	8	Potchefstroom
	English Language Education (Only offered in English) / (Word slegs in Engels aangebied) 4EG L01	English Language Education (Only offered in English) / (Word slegs in Engels aangebied) O601P	Full-time / Voltyds Part-time Contact / Deelyds Kontak	8	Potchefstroom
	Environmental Education / Omgewingsopvoeding 4ET L01	Environmental Education / Omgewingsopvoeding O601P	Full-time / Voltyds Part-time Contact / Deelyds Kontak	8	Potchefstroom
	Geography Education / Geografie-Onderwys 4EH L01	Geography Education / Geografie-Onderwys O601P	Full-time / Voltyds Part-time Contact / Deelyds Kontak	8	Potchefstroom
	History Education / Geskiedenisonderwys 4BF L01	History Education / Geskiedenisonderwys O601P	Full-time / Voltyds Part-time Contact / Deelyds Kontak	8	Potchefstroom
	Life Orientation / Lewensoriëntering 4EU L01	Life Orientation / Lewensoriëntering O601P	Full-time / Voltyds Part-time Contact / Deelyds Kontak	8	Potchefstroom
Life Sciences Education / Lewenswetenskappe-Onderwys 4EK L01	Life Sciences Education / Lewenswetenskappe-Onderwys O601P	Full-time / Voltyds Part-time Contact / Deelyds Kontak	8	Potchefstroom	

	Mathematics Education / <i>Wiskunde-Onderwys</i> 4EM L01	Mathematics Education / <i>Wiskunde-Onderwys</i> O601P	Full-time / <i>Voltyds</i> Part-time Contact / <i>Deeltyds Kontak</i>	8	Mafikeng / Potchefstroom
	Physical Education / <i>Liggaamlike Opvoeding</i> 4EN L01	Physical Education / <i>Liggaamlike Opvoeding</i> O601P	Full-time / <i>Voltyds</i> Part-time Contact / <i>Deeltyds Kontak</i>	8	Potchefstroom
	Physical Science Education / <i>Fisiesewetenskaponderwys</i> 4EP L01	Physical Science Education / <i>Fisiesewetenskaponderwys</i> O601P	Full-time / <i>Voltyds</i> Part-time Contact / <i>Deeltyds Kontak</i>	8	Potchefstroom
	Special Needs Education / <i>Onderwys vir Spesiale Behoeftes</i> 4EQ L01	Special Needs Education / <i>Onderwys vir Spesiale Behoeftes</i> O601P	Full-time / <i>Voltyds</i> Part-time Contact / <i>Deeltyds Kontak</i>	8	Mafikeng / Potchefstroom / Vaal
	Technology Education / <i>Tegnologie-Onderwys</i> 4ER L01	Technology Education / <i>Tegnologie-Onderwys</i> O601P	Full-time / <i>Voltyds</i> Part-time Contact / <i>Deeltyds Kontak</i>	8	Potchefstroom

<b>MASTERS DEGREE / MEESTERS GRAAD</b>					
<b>PROGRAMME AND CODE / PROGRAM EN KODE</b>	<b>CURRICULUM AND CODE / KURRIKULUM EN KODE</b>	<b>METHOD OF DELIVERY / METODE VAN AFLEWERING</b>	<b>NQF LEVEL / NKR VLAK</b>	<b>CURRICULUM ABBREVIATION / KURRIKULUM AFKORTING</b>	<b>CREDITS / KREDIETE</b>
Curriculum Studies / <i>Kurrikulumstudies</i> 4CC N01	Curriculum Studies / <i>Kurrikulumstudies</i> O801P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	CRSE 871	180
Physical Science Education with Natural Sciences Education / <i>Fisiese Wetenskaponderwys met Natuurwetenskaponderwys</i> 4CE N01	Natural Sciences Education / <i>Natuurwetenskaponderwys</i> O801P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	PHSE 871	180
Education Management and Leadership/ <i>Onderwysbestuur en Leierskap</i> 4CB N01	Education Management / <i>Onderwysbestuur</i> O801P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	EDMA 871	180
Education Law / <i>Onderwysreg</i> 4CG N01	Education Law / <i>Onderwysreg</i> O801P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	EDLW 871	180
Educational Psychology / <i>Opvoedkundige Sielkunde</i> 4CH N01	Educational Psychology / <i>Opvoedkundige Sielkunde</i> O801P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	EPSY 871	180
International and Comparative Education/ <i>Internasionale en Vergelykende Opvoedkunde</i> 4CJ N01	Comparative Education / <i>Vergelykende Opvoedkunde</i> O801P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	CMPE 871	180
Mathematics Education / <i>Wiskunde-onderwys</i> 4CK N01	Mathematics Education / <i>Wiskunde-onderwys</i> O801P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	MATE 871	180
Special Needs Education / <i>Onderwys vir Spesiale Behoeftes</i> 4CL N01	Special Needs Educaion / <i>Onderwys vir Spesiale Behoeftes</i> O801P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	SPNE 871	180
Philosophy of Education / <i>Filosofie van Opvoedkunde</i> 44CM N01	Philosophy of Education / <i>Filosofie van Opvoedkunde</i> O801P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	PHIE 871	180
Physical Education / <i>Liggaamlike Opvoeding</i> 4CN N01	Physical Education / <i>Liggaamlike Opvoeding</i> O801P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	MOVE 871	180
Computer Science Education / <i>Rekenaarwetenskaponderwys</i> 403 131 *	Computer Science Education / <i>Rekenaarwetenskaponderwys</i> O812P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	CSIE 871	240
Maths/Science Education <i>Wiskunde/Wetenskap Opvoedkunde</i> 403 114 **	Maths/Science Education <i>Wiskunde/Wetenskap Opvoedkunde</i> O801P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	SEDM 871	180

<b>DOCTORAL DEGREE / DOKTERS GRAAD</b>					
<b>PROGRAMME AND CODE / PROGRAM EN KODE</b>	<b>CURRICULUM AND CODE / KURRIKULUM EN KODE</b>	<b>METHOD OF DELIVERY / METODE VAN AFLEWERING</b>	<b>NQF LEVEL/ NKR VLAK</b>	<b>CURRICULUM ABBREVIATION / KURRIKULUM AFKORTING</b>	<b>CREDITS / KREDIETE</b>
Natural Sciences Education / <i>Natuurwetenskaponderwys</i> 4CA R10	Natural Sciences Education / <i>Natuurwetenskaponderwys</i> O901P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	10	PHSE 971	360
Education Management / <i>Onderwysbestuur</i> 4CA R06	Education Management / <i>Onderwysbestuur</i> O901P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	10	EDMA 971	360
Education Law / <i>Onderwysreg</i> 4CA R05	Education Law / <i>Onderwysreg</i> O901P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	10	EDLW 971	360
Educational Psychology / <i>Opvoedkundige Sielkunde</i> 4CA R07	Educational Psychology / <i>Opvoedkundige Sielkunde</i> O901P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	10	EPSY 971	360
Comparative Education / <i>Vergelykende Opvoedkunde</i> 4CA R01	Comparative Education / <i>Vergelykende Opvoedkunde</i> O901P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	10	CMPE 971	360
Mathematics Education / <i>Wiskunde-onderwys</i> 4CA R09	Mathematics Education / <i>Wiskunde-onderwys</i> O901P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	10	MATE 971	360
Special Needs in Education / <i>Onderwys vir Spesiale Behoeftes</i> 4CA R14	Special Needs in Education / <i>Onderwys vir Spesiale Behoeftes</i> O901P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	10	SPNE 971	360
Philosophy of Education / <i>Filosofie van Opvoedkunde</i> 4CA R11	Philosophy of Education / <i>Filosofie van Opvoedkunde</i> O901P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	10	PHIE 971	360
Physical Education / <i>Liggaamlike Opvoeding</i> 4CA R12	Physical Education / <i>Liggaamlike Opvoeding</i> O901P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	10	MOVE 971	360
Computer Science Education / <i>Rekenaarwetenskaponderwys</i> 4CA R02	Computer Science Education / <i>Rekenaarwetenskaponderwys</i> O901P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	10	CSIE 971	360
Curriculum Studies / <i>Kurrikulumstudies</i> 4CA R03	Curriculum Studies / <i>Kurrikulumstudies</i> O901P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	10	CRSE 971	360

**EDU.1 FACULTY RULES / FAKULTEITSREËLS**

**EDU.1.1 AUTHORITY OF THE GENERAL RULES / GESAG VAN DIE ALGEMENE REËLS**

The faculty rules valid for the different qualifications, programmes and curricula of this faculty and contained in this faculty calendar are subject to the General Academic Rules (A-rules) of the University, as determined from time to time by the Council of the University on recommendation by the Senate. The faculty rules should therefore be read in conjunction with these General Academic Rules.

The General Academic Rules are available on the webpage at: [http://www.nwu.ac.za/content/policy\\_rules](http://www.nwu.ac.za/content/policy_rules).

Each programme's structure, method of delivery and presentation are included in the respective programme documents, which are subject to the policy laid down by the Institutional Committee for Academic Standards (SCAS) of the NWU and consistent with the requirements of the Council on Higher Education (CHE), the Higher Education Quality Committee (HEQC), the Department of Higher Education and Training (DoHET) and the South African Qualifications Authority (SAQA).

*Die fakulteitsreëls, wat op die verskillende kwalifikasies, programme en kurrikulums van hierdie Fakulteit van toepassing is en in hierdie Fakulteitsjaarboek opgeneem is, is onderhewig aan die Algemene Akademiese Reëls (A-reëls) van die Universiteit, soos dit van tyd tot tyd deur die Raad van die Universiteit op aanbeveling van die Senaat vasgestel word, en moet dus met die Algemene Akademiese Reëls saam gelees word.*

*Die Algemene Akademiese Reëls is op die web beskikbaar by: <http://www.nwu.ac.za/af/content/beleide-en-reels>.*

*Die struktuur, metode van aflewering en aanbiedingswyse van elke program is in die onderskeie programdokumente vervat wat onderhewig is aan die beleid wat deur die Institusionele Komitee vir Akademiese Standaarde (SKAS) van die NWU opgestel is en in ooreenstemming is met die vereistes van die Raad op Hoër Onderwys (RHO), die Hoëronderwyskwaliteitskomitee (HOKK), die Departement van Hoër Onderwys en Opleiding (DHOO) en die Suid-Afrikaanse Kwalifikasies-owerheid (SAKO).*



## EDU.1.2 FACULTY-SPECIFIC RULES/ FAKULTEITSPESIFIEKE REËLS

The **teaching policy** of the Faculty of Education is in accordance with the vision and mission of the North-West University.

Procedures regarding quality assurance in the Faculty (Teaching-Learning Policy and Assessment and Moderation Policy) are available on our webpage at:

[http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/8P-TL\\_e.pdf](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/8P-TL_e.pdf), and

[http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/8P-8.1.7-assessment\\_e.pdf](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/8P-8.1.7-assessment_e.pdf).

The **research policy** of the Faculty of Education is in accordance with the vision and mission of the North-West University. The development of academic scholarship is a priority as is the maintenance of relevant, innovative, leading and focused research to address the challenges faced by education both nationally and internationally. The webpage for the Research entities of the Faculty of Education is: <http://education.nwu.ac.za/>.

*Die **onderrigbeleid** van die Fakulteit Opvoedkunde is saamgestel in ooreenstemming met die visie en missie van die Noordwes-Universiteit.*

*Prosedures ten opsigte van kwaliteitversekering in die Fakulteit (die Onderrig- en Leerbeleid asook Assesserings- en Modereringsbeleid) is op die web beskikbaar by:*

[http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/8P-TL\\_a.pdf](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/8P-TL_a.pdf), en

[http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/8P-8.1.7-assessment\\_a.pdf](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/8P-8.1.7-assessment_a.pdf).

*Die **navorsingsbeleid** van die Fakulteit Opvoedkunde is saamgestel in ooreenstemming met die visie en missie van die Noordwes-Universiteit. Ons prioriteite is die ontwikkeling van akademieskap, asook die handhawing van relevante, innoverende, toonaangewende en gefokusde navorsing om die uitdagings van die onderwys nasionaal en internasionaal aan te spreek. Die webblad van die Navorsingsentiteite, Fakulteit Opvoedkunde is: <http://education.nwu.ac.za/af>.*

### EDU.1.2.1 Admission Requirements / Toelatingsvereistes

The admission requirements for all formal academic qualifications offered by the University are set out in the Admission Policy as approved by Senate and Council ([http://www.nwu.ac.za/content/policy\\_rules](http://www.nwu.ac.za/content/policy_rules)). The NWU Admission Policy provides boundary admission conditions and rules in regard of the types of qualifications offered that are part of the officially approved PQM of the NWU and to which prospective students might seek admission.

*Die toelatingsvereistes vir alle formele akademiese kwalifikasies wat deur die Universiteit aangebied word, is uiteengesit in die Toelatingsbeleid soos goedgekeur deur die Senaat en die Raad (<http://www.nwu.ac.za/af/content/beleide-en-reels>). Die NWU-toelatingsbeleid verskaf gebrensdte toelatingsvoorwaardes en reëls ten opsigte van die tipe kwalifikasies wat aangebied word, wat deel is van die amptelik goedgekeurde PKM van die NWU en waartoe voornemende studente toelating mag verkry.*

### EDU.1.2.2 Method of Delivery / Metode van Aflewering

<b>Definitions / Definisies</b>	
<b>Full-Time Contact mode of delivery / Part-Time Contact mode of delivery</b>  <b>Voltyds-Kontakafleweringsmodes / Deeltyds-Kontak Kontakafleweringsmodes</b>	<p>The presentation of the composite modules of a qualification or programme at an NWU site of delivery. This involves attendance of lectures, tutorials, seminars, practical's, supervision, or other forms of required work on an NWU campus, in order to promote personal interaction between students and NWU academic staff. The student thus attends contact opportunities on one of the three campuses of the NWU.</p> <p><i>Die aanbieding van die saamgestelde modules van 'n kwalifikasie of program by 'n NWU-leweringspunt. Dit behels die bywoning van lesings, tutoriale, seminare, praktiese sessies, studieleiding, of ander vorms van vereiste werk op 'n NWU-kampus ten einde persoonlike interaksie tussen studente en NWU- akademiese personeel te bevorder. Die student woon dus kontakgeleenthede op een van die drie kampusse van die NWU by.</i></p>

**Distance mode of delivery /  
Afstandaflerwing-  
modus**

The distance mode of delivery refers to the presentation of the composite modules of a programme to students who do not attend classes, tutorial or practical sessions, or sit for examinations at one of the official NWU sites of delivery. The interaction with NWU academic or support staff, or NWU appointed facilitators/tutors, and the presentation of the composite modules of a programme are undertaken remotely through the use of teaching technology, various forms of correspondence, or the internet. The student may have the option of attending facilitation opportunities at NWU learning support centres. (see also Distance education)

Explicit DHET and HEQC approval of the distance mode of delivery is required for a programme to be offered thus.

*Die afstandslerwingsmodus verwys na die aanbieding van die saamgestelde modules van 'n program aan studente wat nie klasse, tutoriale of praktiese sessies bywoon, of eksamens by een van die amptelike NWU-leweringpunte skryf nie. Die interaksie met die NWU se akademiese of ondersteuningspersoneel of NWU-aangestelde fasiliteerders / tutors en die aanbieding van saamgestelde modules van 'n program word oor 'n afstand met behulp van onderrigtegnologie, verskillende vorms van korrespondensie, of die internet onderneem. Die student kan die opsie hê om fasiliteringsgeleenthede by NWU-leerondersteuningsentrums by te woon. (Sien ook Afstandsonderrig.)*

*Eksplisiete DHOO en HOKK-goedkeuring van die afstandslerwingsmodus is nodig om 'n program so aan te bied.*

## **Contact full-time and contact part-time / Kontak voltyds en kontak deelyds**

NWU distinguishes between contact full-time and contact part-time delivery of certain qualifications / programmes.

Classes are presented to contact full-time students during weekdays, whereas contact part-time students who are working during the week, are accommodated on Fridays and Saturdays. In order to ensure quality delivery, provision is made in the timetable for the same amount of contact hours for the part-time contact students as for the full-time students.

*Die NWU onderskei tussen kontak voltydse en kontak deelydse aflewering van sekere kwalifikasies/programme.*

*Klasse aan die voltydse studente word gedurende weksdae aangebied en die deelydse studente wat reeds werksaam is, word oor Vrydae en Saterdag geakkommodeer. Daar word vir die kontak (deelydse) studente dieselfde aantal kontak-ure as vir die voltydse studente in die rooster voorsiening gemaak om kwaliteit aflewering ook aan hierdie studente te verseker.*

### **EDU.1.2.3 Annual Registration/ Jaarlikse Registrasie**

#### ***Important note regarding the annual registration for studies***

##### A-rule 1.10.1.1

Every returning student must register annually in their personal capacity, either by means of a paper-based or an electronic registration process, for the learning components that are prescribed for the specific study year, in accordance with the faculty rules applicable to the qualification, programme and module(s) concerned

BEdHons students (contact full-time): one year programme, not applicable.

BEdHons students (contact part-time and distance) register for the BEdHons only during the first annual registration period. The modules offered are synchronised for the modes of delivery.

#### ***Belangrike nota insake die jaarlikse registrasie vir studies***

##### *Algemene Akademiese Reël 1.10.1.1*

*Elke terugkerende student moet jaarliks in hul persoonlike hoedanigheid registreer, óf deur middel van 'n papiergebaseerde of*

elektroniese registrasieproses, vir die leerkomponente wat vir die betrokke studiejaar voorgeskryf word, ooreenkomstig die fakulteitsreëls wat van toepassing is op die kwalifikasieprogram en betrokke module(s).

*BEdHons-studente (kontak voltyds): een jaarprogram, nie van toepassing nie.*

*BEdHons-studente (kontak deelyds en afstand) registreer slegs vir die BEdHons gedurende die eerste jaarlikse registrasietydperk. Die modules wat aangebied word, word gesinchroniseer vir die modusse van aflewering.*

#### **EDU.1.2.4 Amendment, cancellation of discontinuation regarding registration of studies / Wysiging, kansellasië of staking ten opsigte van registrasie van studies**

A-Rule 1.10.4.1: Subject to the applicable faculty rules and the applicable provisions regarding payable fees, a student may apply in the prescribed manner and within the period indicated for that purpose on the annual university calendar, to amend, cancel or discontinue registration.

Distance students: Due date for amendments, cancellation and discontinuation of registration (distance students register for programmes and not for modules):

The last day for programme / module amendments and cancellation will be **15 February 2019** for the first semester and **15 August 2019** for the second semester. In this case only a pro rata payment will be paid back to the student as study material had already been sent to students and there were administrative and postage fees.

If these dates are not met, the full tuition for the semester(s) is payable.

Should students cancel their studies, all bursaries and / or loans are repayable immediately

*A-Reël 1.10.4.1: Onderworpe aan toepaslike Fakulteitsreëls asook die toepaslike bepalings aangaande betaalbare fooie, kan 'n student volgens die voorgeskryfde wyse aansoek doen binne die aangewese tydperk vir daardie doel soos aangedui op die jaarlikse universiteitskalender, om registrasie te wysig, te kanselleer of staak.*

*Afstandstudente: Doeldatum vir aanpassings, kansellasië of staking van registrasie (afstandstudente registreer vir programme, nie vir modules nie) – die laaste dag vir program-/moduleaanpassings en*

kansellaries sal **15 Februarie 2019** gedurende die eerste semester wees en **15 Augustus 2019** gedurende die tweede semester. In hierdie geval sal 'n pro rata-betaling aan die student terugbetaal word, omdat studiemateriaal reeds aan studente gestuur is en daar reeds fooie vir administratiewe sake en pos aangegaan is.

Indien daar nie by hierdie datums gehou word nie, sal die volle klasgelde vir die semester(s) betaalbaar wees.

Indien studente hul studies kanselleer, sal alle beursgelde en/of lenings onmiddellik terugbetaal moet word.

### **EDU.1.2.5 Modules and Credits / Modules en Krediete**

- 1) Subjects are presented according to modules, to which a certain number of credits are allocated.

*Vakke word aangebied aan die hand van modules waaraan 'n bepaalde kredietwaarde toegeken is.*

- 2) Each module has a code and a descriptive name, e.g. ACCE 122 – Accounting for Education, first year level, second semester.

*Elke module het 'n kode en 'n beskrywende naam, byvoorbeeld ACCE 122 – Onderwysrekeningkunde, eerste jaar, tweede semester.*

- 3) Each module has a certain weight, known as a credit.

*Modules dra elkeen 'n bepaalde 'gewig' bekend as krediet.*

- 4) Each module is to be passed individually.

*Elke module moet afsonderlik geslaag word.*

- 5) Programme-specific rules apply (according to the relevant yearbook).

*Program-spesifieke reëls geld (pas toe volgens die betrokke jaarboek).*

- 6) Mode of delivery-specific rules apply (according to the relevant yearbook).

*Aflewering-spesifieke reëls geld (pas toe volgens die betrokke jaarboek).*

### **EDU.1.2.6 Additional Modules / Addisionele Modules**

Subject to the applicable faculty rules, a student who registers for a bachelor honours degree or a postgraduate diploma may on application be granted permission by the executive dean concerned to register for additional modules besides those required for the curriculum of the programme concerned, provided that no timetable clashes are brought about thereby, and subject to the maximum number of HEMIS credits

for which a student may register in a given academic year, as provided for in rule 1.9.

*Behoudens die toepaslike fakulteitsreëls kan 'n student wat vir 'n baccalaureus honneursgraad of 'n nagraadse diploma registreer, op toestemming van die uitvoerende dekaan om vir addisionele modules te registreer, buiten die vereiste vir die kurrikulum van die betrokke program, mits daar geen roosterbetsings daardeur veroorsaak word nie en onderworpe aan die maksimum aantal HEMIS-krediete waarvoor 'n student in 'n gegewe akademiese jaar kan registreer, soos voorsien in reël 1.9.*

#### **EDU.1.2.7 Calculation of Participation Marks / Berekening van Deelnamepunte**

The participation mark for a module is calculated from the marks obtained in tests, assignments, practical and/or research assignments. Calculation of participation marks is programme, module- and mode of delivery-specific.

The ratio between theory and practical work for calculation of the participation mark for a module, is as explained in the relevant study guide.

A subminimum participation mark is needed for all modules to provide admission to the examination

*Die deelnamepunt vir 'n module word bereken uit die punte behaal in toetse, werkstukke, praktiese en/of navorsingsopdragte. Berekening van deelnamepunte is program-, module- en afleweringsspesifiek.*

*Die verhouding tussen teorie en praktiese werk vir die berekening van die deelnamepunt vir 'n module, is soos uiteengesit in die betrokke studiegids.*

*'n Subminimum deelnamepunt is nodig vir alle modules om toelating tot die eksamen te verleen*

#### **EDU.1.2.8 Admission to Examinations / Toelating tot Eksamens**

Admission to the examination in any module requires a proof of participation or a participation mark (depending on the requirements of the module) as stipulated in A-Rule 1.13.2.

A proof of participation or a participation mark, which allows admission to the examination, will only be issued once a student has complied with

the requirements for the module concerned to the satisfaction of the school director in consultation with the relevant subject group chairperson/programme leader. The requirements are stipulated in the study guide for the module concerned and under the module outcomes in this yearbook.

*Toelating tot die eksamen in enige module vereis 'n deelnamebewys of 'n deelnamepunt (afhange van die vereistes van die module) soos uiteengesit in A-Reël 1.13.2.*

*'n Deelnamebewys of 'n deelnamepunt wat toelating tot die eksamen verleen, sal slegs uitgereik word sodra 'n student aan die vereistes van die betrokke module, tot bevrediging van die skooldirekteur in oorleg met die betrokke vakgroepvoorsitter/programleier, voldoen het. Die vereistes word in die studiegids vir die betrokke module en onder die module-uitkomst in hierdie jaarboek uiteengesit.*

#### **EDU.1.2.9 Subminimum for Examination / Subminimum vir Eksamen**

The subminimum for examinations in all modules is 40% except where a higher subminimum is provided for in faculty rules (A-Rule 1.13.3).

*Die subminimum vir eksamens in alle modules is 40% tensy daar voorsiening gemaak word vir 'n hoër subminimum in die fakulteitsreëls (A-Reël 1.13.3).*

#### **EDU.1.2.10 Examination Opportunities / Eksamengeleenthede**

The examination opportunities and the relevant rules are determined in accordance with A-Rules 3.5.2.

Any student who has obtained the required proof of participation and/or participation mark, as prescribed, will be admitted to utilise the first and/or second examination opportunity for the module concerned.

Modules stipulated in the annual yearbook as continuous assessment are excluded from second examination opportunities (with reference to A-Rule 3.5.2.1)

According to A-Rule 1.13.6 **Dean's concession examination** (third examination opportunity), a student who, having used one or both examination opportunities provided for in the rules relating to the various qualification types and levels, has passed all coursework modules but one required for the completion of a programme leading to a qualification, may apply to the executive dean concerned to be



granted a final assessment opportunity in the outstanding module provided that –

- 1.13.6.1 the student has achieved an adequate participation mark in the module for admission to the examination;
- 1.13.6.2 the student has previously failed the module in question;
- 1.13.6.3 the student completes the final assessment for the applicable module in the following examination period that is scheduled for such assessment opportunities in the annual university calendar;
- 1.13.6.4 the maximum mark that can be obtained for a final assessment is 50%;
- 1.13.6.5 the final module mark is based solely on the mark achieved in the final assessment, without taking the participation mark into account, and
- 1.13.6.6 the student is required to pay the applicable fee for the final assessment opportunity but is not required to re-register for the programme concerned, and provided that the student must have been registered for the module in the academic year during which all the other requirements for the attainment of the qualification were complied with.

*Die eksamengeleenthede en die toepaslike reëls word bepaal ooreenkomstig Algemene Akademiese Reëls 3.5.2.*

*Enige student wat die vereiste deelnamebewys en/of deelnamepunt verwerf het, soos voorgeskryf, sal toegelaat word om die eerste en/of tweede eksamengeleentheid vir die betrokke module te gebruik.*

*Modules wat jaarliks in die jaarboek as deurlopende assessering aangedui word, word uitgesluit van tweede eksamengeleenthede (met verwysing na A-Reël 3.5.2.1)*

*Volgens die A-Reël 1.13.6 **Dekaansvergunningseksamen** (derde eksamengeleentheid), mag 'n student wat nog een module benodig om 'n kwalifikasie te voltooi, skriftelik by die uitvoerende dekaan aansoek doen om 'n finale assesseringsgeleentheid op voorwaarde dat die student vir die module geregistreer was, tot die module toegelaat is en een of albei eksamengeleenthede gebruik het.*

- 1.13.6.1 *die student het 'n voldoende deelnamepunt behaal in die module vir toelating tot die eksamen*
- 1.13.6.2 *die student voorheen die betrokke module nie geslaag het nie;*

- 1.13.6.3 *die student voltooi die finale assessering vir die toepaslike module in die volgende eksamentydperk wat vir sodanige assesseringsgeleenthede in die jaarlikse universiteitskalender geskeduleer is;*
- 1.13.6.4 *die maksimum punt wat vir 'n finale assessering behaal kan word, is 50%;*
- 1.13.6.5 *die finale modulepunt is uitsluitlik gebaseer op die punt wat in die finale assessering behaal is, sonder om die deelnamepunt in berekening te neem, en*
- 1.13.6.6 *die student word verplig om die toepaslike fooi vir die finale assesseringsgeleentheid te betaal, maar hoef nie weer vir die betrokke program te registreer nie, en met dien verstande dat die student vir die module in die akademiese jaar geregistreer moes wees waartydens al die ander vereistes vir die verwerwing van die kwalifikasie is nagekom.*

### **NQF-Level 7 (UODL)**

A participation mark in any particular module allows a student a maximum of two consecutive examination opportunities. A student who fails one or more of the modules of an honours programme in an examination may be granted a second examination opportunity in the next examination cycle

### **NKR-Vlak 7 (EOAL)**

*'n Deelnamepunt in enige gegewe module verskaf aan 'n student 'n maksimum van twee agtereenvolgende eksamengeleenthede. 'n Student wat een of meer modules van 'n honneursprogram druip mag 'n tweede eksamengeleentheid toegestaan word in die daaropvolgende eksamensiklus.*

### **NQF-Level 8 (UODL)**

A participation mark in any particular module allows a student a maximum of two examination opportunities. A student who fails one or more of the modules of an honours programme in an examination may be granted a second examination opportunity in the next examination cycle.

### **NKR-Vlak 8 (EOAL)**

*'n Deelnamepunt in enige gegewe module verskaf aan 'n student 'n maksimum van twee agtereenvolgende eksamengeleenthede. 'n Student wat een of meer modules van 'n honneursprogram druip mag 'n tweede eksamengeleentheid toegestaan word in die daaropvolgende eksamensiklus.*

### **NQF-Level 8 (full-time / part-time contact)**

Where a participation mark in any particular module is obtained, a student will be entitled to use two consecutive examination opportunities per module within the examination time tables set in the annual university calendar.

### **NKR-Vlak 8 (voltyds / deelyds kontak)**

*Waar 'n deelnamepunt in enige gegewe module verwerf is bied dit aan 'n student twee agtereenvolgende eksamengeleenthede per module in die gegewe eksamenrooster wat in die jaarlike universiteitskalender gestel word.*

## **EDU.1.2.11 Pass Requirements / Slaagvereistes**

The module mark is calculated according to the ratio between the participation mark and the examination mark as set out under the module outcomes in the relevant yearbook. The module mark required for a pass in a module in which examinations are written is 50% in accordance with A-Rule 1.13.3.2.

The subminimum for all examinations written is 40% (A-Rule 1.13.3.1), unless stated otherwise in the rules of specific programmes and curricula.

Any student who fails a module must repeat the module in order to obtain a new participation mark (according to A-Rule 1.13.3.5). Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

A pass is obtained for a curriculum once all the modules of the programme have been passed individually (A-Rule 3.6.1).

*Die modulepunt word bereken volgens die verhouding tussen die deelnamepunt en die eksamenpunt soos uiteengesit onder die module-uitkomst in die betrokke jaarboek. Die modulepunt wat vereis word vir 'n slaagpunt in 'n module waarin eksamen geskryf word, is 50% in ooreenstemming met A-Reël 1.13.3.2.*

*Die subminimum vir alle eksamens geskryf is 40% (A-Reël 1.13.3.1), tensy anders vermeld in die reëls van spesifieke programme en kurrikulums.*

*Enige student wat 'n module druip, moet die module herhaal om 'n nuwe deelnamepunt te verwerf (volgens A-Reël 1.13.3.5). Klasse moet*

*bygewoon word, geen vrystelling van klasbywoning sal toegestaan word in geval van roosterbotsings nie.*

*'n Slaag word verwerf vir 'n kurrikulum sodra al die modules van die program afsonderlik geslaag is (A-Reël 3.6.1).*

#### **EDU.1.2.12 Progression Requirements / Vorderingsvereistes**

In order to ensure that a sufficient percentage of the credit load of the programme for which the student is registered is completed within the maximum duration allowed for the study – (A 1.16.1)

A contact student must obtain at least 66% of the total credits that is required for the programme up to the historic year level for which the student is registered, and (A 1.16.1.1)

A distance student must obtain at least 50% of the total credits that is required for the curriculum up to the historic year level for which the student is registered. (A 1.16.1.2)

*Om te verseker dat 'n voldoende persentasie van die kredietlading van die program waarvoor die student geregistreer is, binne die maksimum duur wat vir die studie toegelaat word, voltooi word – (A 1.16.1)*

*'n Kontakstudent moet minstens 66% van die totale krediete behaal wat benodig word vir die program tot op die historiese jaarvlak waarvoor die student geregistreer is en (A 1.16.1.1)*

*'n Afstandstudent moet minstens 50% van die totale krediete behaal wat benodig word vir die kurrikulum tot op die historiese jaarvlak waarvoor die student geregistreer is. (A 1.16.1.2)*

**BEdHons Full-time (contact) / BEdHons Voltyds (kontak)****BEdHons Part-time (contact) / BEdHons Deeltyds (kontak)**

Year / Jaar	% of credits required to be accepted to the next year of study <i>% van die krediete wat vereis word om tot die volgende studiejaar toegelaat te word</i>	Credits to be passed to be accepted to the next year of study <i>Krediete wat geslaag moet word om aanvaar te word vir die volgende studiejaar</i>
Year 1 / Jaar 1	100% of 126 credits <i>100% van 126 krediete</i>	126

Year / Jaar	% of credits required to be accepted to the next year of study <i>% van die krediete wat vereis word om tot die volgende studiejaar toegelaat te word</i>	Credits to be passed to be accepted to the next year of study <i>Krediete wat geslaag moet word om aanvaar te word vir die volgende studiejaar</i>
Year 1 / Jaar 1	50% of 126 credits <i>50% van 126 krediete</i>	63
Year 2 / Jaar 2	100% of 126 credits <i>100% van 126 krediete</i>	126

**BEdHons Distance (UODL) / BEdHons Afstand (EOAL)**

Year / Jaar	% of credits required to be accepted to the next year of study <i>% van die krediete wat vereis word om tot die volgende studiejaar toegelaat te word</i>	Credits to be passed to be accepted to the next year of study <i>Krediete wat geslaag moet word om aanvaar te word vir die volgende studiejaar</i>
Year 1 / Jaar 1	30% of first year 80 credits <i>30% van eerste jaar 80 krediete</i>	24
Year 2 / Jaar 2	65% of 126 credits <i>65% van 126 krediete</i>	82
Year 3 / Jaar 3	80% of 126 credits <i>80% van 126 krediete</i>	101
Year 4 / Jaar 4	100% of 126 credits <i>100% van 126 krediete</i>	126

### **EDU.1.2.13 Repetition of Modules / Herhaling van Modules**

Should a student fail an examination in a specific module, he/she is required to repeat the module in accordance with A-Rule 1.13.3.5.

*Indien 'n student 'n eksamen in 'n spesifieke module druip, moet hy/sy die module herhaal ooreenkomstig met A-Reëls 1.13.3.5.*

### **EDU.1.2.14 Access to Marked Examination Work / Toegang tot Gemerkte Eksamenwerk**

A contact student may apply within time frame stipulated in A-rule 1.13.7.3, namely five working days after the module examination results have been published in the case of the first examination and within two working days in the case of the second examination opportunity) to the school director to view the examination scripts and the memorandum in the presence of the lecturer and the subject chairperson concerned

A distance student may apply, within the time frame stipulated in A-rule 1.13.7.3, namely 10 working days, to the school director, via the UODL call centre, to view the examination scripts and the memorandum in the presence of the lecturer and the subject chairperson concerned in Potchefstroom in the lecturer's office.

*'n Kontakstudent mag binne die tydsraamwerk soos in A-reël 1.13.7.3 uiteengesit is, naamlik vyf werksdae na die module se eksamenresultate vrygestel is, in die geval van die eerste eksamen, en binne twee werksdae in die geval van die tweede eksamengeleentheid, 'n aansoek indien by die skooldirekteur om die gemerkte eksamenvraestel en die memoranda in die teenwoordigheid van die lektor en die relevante vakvoorsitter, te sien.*

*'n Afstandstudent mag binne die tydsraamwerk soos in A-reël 1.13.7.3 uiteengesit is, naamlik 10 werksdae, 'n aansoek by die skooldirekteur indien, via die EOAL-inbelsentrum, om die gemerkte eksamenvraestel en memoranda in die teenwoordigheid van die lektor en die relevante vakvoorsitter te Potchefstroom in die lektor se kantoor te sien.*

### **EDU.1.2.15 Monitoring of academic performance / Kontrolering van Akademiese Prestasie**

In accordance with A-Rules 1.15.1 – 1.15.3, a student who achieves less than half the credits required for the programme concerned as prescribed in the faculty rules concerned for the mode of delivery (contact or distance) and attendance mode (full-time or part-time), is deemed not to have made satisfactory academic progress. A student

whose academic performance is deemed unsatisfactory may be issued with a written warning by the executive dean concerned.

*In ooreenstemming met A-Reëls 1.15.1 – 1.15.3, word 'n student geag om onbevredigende akademiese vordering te hê, indien hy/sy minder as die helfte van die krediete wat vir die betrokke program vereis word, soos voorgeskryf in die betrokke fakulteitsreëls vir die metode van aflewering (kontak of afstand) en bywoningsmodus (voltyds of deelyds) behaal. 'n Student wie se akademiese prestasie as onbevredigend geag word, kan 'n skriftelike waarskuwing vanaf die betrokke uitvoerende dekaan ontvang.*

#### **EDU.1.2.16 Extension of period of study / Verlenging van studietydperk**

Refer to A-rule 1.17

The executive dean concerned may, on the recommendation of the academic director concerned, extend a student's study period in accordance with the provisions of the applicable faculty rules following an application submitted before the end of the penultimate academic year by a student who does not expect to complete a programme within the maximum duration allowed for the study.

*A-Reël 1.17 verwys.*

Die Uitvoerende Dekaan vir wie dit aangaan, kan volgens die relevante akademiese direkteur se aanbeveling 'n student se studietydperk verleng, in ooreenstemming met die bepalinge van die toepaslike Fakulteitsreëls, nadat 'n aansoek voor die einde van die student se laaste akademiese jaar ingedien is en daar nie verwag word dat die student 'n program binne die maksimum toegelate tydperk vir die studie sal kan voltooi nie.

#### **EDU.1.2.17 Termination of Studies / Terminering van Studies**

A student's studies may be terminated in accordance with the stipulations of A-Rule 1.18. In accordance with A-Rule 1.18.4, a student whose studies have been terminated may, in accordance with the applicable faculty rules, apply for admission to another study programme, but must in the course of the application mention the termination.

*'n Student se studie kan beëindig word ooreenkomstig die bepalinge van A-Reël 1.18. In ooreenstemming met A-Reël 1.18.4, mag 'n student wie se studie beëindig is, ooreenkomstig die toepaslike fakulteitsreëls, aansoek doen vir toelating tot 'n ander studieprogram, maar moet in die loop van die aansoek die beëindiging vermeld.*

**EDU.1.3      WARNING AGAINST PLAGIARISM / WAARSKUWING TEEN PLAGIAAT**

Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details see:

[http://www.nwu.ac.za/content/policy\\_rules](http://www.nwu.ac.za/content/policy_rules)

*Werkstukke is individuele take en nie groepsaktiwiteite nie (tensy dit uitdruklik aangedui word as 'n groepsaktiwiteit). Vir meer besonderhede gaan na:*

<http://www.nwu.ac.za/af/content/beleide-en-reels>

**EDU.1.4      CAPACITY STIPULATION / KAPASITEITSBEPALINGS**

Please take cognisance of the fact that, owing to specific capacity constraints, the University reserves the right to select candidates for admission to certain fields of study. This means that prospective students who comply with the minimum requirements may not necessarily be admitted to the relevant courses. (A- Rule 1.5.2.)

*Neem asseblief kennis dat die Universiteit as gevolg van spesifieke kapasiteitsbepalings hom die reg voorbehou om kandidate vir toelating tot bepaalde studierigtings te keur. Dit beteken dat voornemende studente wat aan die minimum toelatingsvereistes voldoen, nie noodwendig tot die betrokke kursus toegelaat sal word nie. (A-Reël 1.5.2.)*

**EDU.1.5      RECOGNITION OF PRIOR LEARNING / ERKENNING VAN VORIGE LEER**

Refer to A-Rules 1.6 and 1.7.

The faculty subscribes to the view that RPL constitutes an essential element of the transformation of access and admissions policies at higher education institutions in South Africa. The transformation of access and admissions policies is intended to increase participation and to broaden access to higher education in order to produce graduates with the skills and competencies necessary to meet the human resource needs of the country.

The following types of RPL are identified, namely:

**(1) RPL for access:** The establishment of a suitable level of study and/or experience aimed at admission to a qualification, for a candidate who does not qualify for admission into that qualification via the official admission requirements of the NWU.



**(2) RPL for advanced standing:** The exemption from a certain level of a course of study or programme on the basis of the candidate's experience/learning acquired. A portfolio and/or assessment may be used to consider the candidate for RPL. This RPL is regarding the exemption of certain levels of study. (Advanced standing - based on the previous experience and/or knowledge acquired, the applicant may be accepted for example for the second year.)

**(3) RPL for credit accumulation and transfer (CAT):** The awarding of credits for modules or courses as part of learning programmes/qualifications. The outcomes of successfully completed modules must be compared and found to be similar/equivalent to the outcomes of the corresponding modules offered at the faculty as requested for RPL. The completed outcomes must also comply with the relevant SAQA level descriptors.

A designated RPL officer is appointed in the office of the deputy dean at each of the three sites of delivery to steer and oversee the RPL process for both contact and distance students.

A processes for each of the types of RPL as well as forms and guidelines to compile a portfolio are available and will be included in the Quality manual of the faculty, after approval by faculty board.

*Verwys na A-Reëls 1.6 en 1.7*

*Die Fakulteit ondersteun die siening dat erkenning van vorige leer (EVL) 'n integrale element is van die transformasie van toegang- en toelatingsbeleid by hoërondewysinstellings in Suid-Afrika. Die transformasie van toegang- en toelatingsbeleid het ten doel om deelname te verhoog en om toegang tot hoër onderwys te verbreed om sodoende graduandi te lewer met die vereiste vaardighede en bevoegdhede om aan die nodige menslike hulpbronne van die land te voldoen.*

*Die volgende tipes EVL is geïdentifiseer:*

**(1) EVL vir toegang:** *Die daarstel van 'n toepaslike studie- en/of ondervindingsvlak wat gemik is op toegang tot 'n kwalifikasie vir 'n kandidaat wat nie kwalifiseer vir toegang tot die spesifieke kwalifikasie nie as gevolg van NWU se amptelike toegangsvereistes.*

**(2) EVL vir gevorderde status:** *Vrystelling van 'n sekere vlak van 'n kursus of program op die basis van die kandidaat se ondervinding/opleiding. 'n Portefeulje en/of assessering kan gebruik word om die kandidaat vir EVL te oorweeg. Hierdie EVL handel oor*

*vrystelling van sekere studievlakke. (Gevorderde status – gebaseer op vorige ondervinding en/of kennis, kan byvoorbeeld beteken dat die aansoeker vir die tweede jaar aanvaar word.)*

**(3) EVL vir kredietakkumulاسie en -oordrag (KAO):** *Toekenning van krediete vir modules of kursusse as deel van opleidingsprogramme/-kwalifikاسies. Die uitkomste van modules wat suksesvol voltooi is, moet vergelyk en eenders / ekwivalent gevind word aan die uitkomste van die ooreenstemmende modules wat deur die Fakulteit voorsien word soos vereis vir EVL. Die voltooide uitkomste moet ook voldoen aan die toepaslike SAKO-vlakbeskrywings.*

*'n Aangewese EVL-beampte word in die Adjunkdekaan se kantoor aangestel by elk van die drie kampusse om toesig te hou oor die EVL-proses vir beide kontak- en afstandstudente.*

*Daar is 'n proses asook vorms en riglyne om 'n portefeulje saam te stel beskikbaar vir elke tipe EVL, en sal by die Fakulteit se kwaliteitshandleiding ingesluit word na goedkeuring deur die Fakulteitsraad.*

**EDU.2 OPEN DISTANCE LEARNING QUALIFICATIONS / PROGRAMMES / OOP-AFSTANDSLEER KWALIFIKASIES / PROGRAMME**

**EDU.2.1 WHAT IS OPEN DISTANCE LEARNING (UODL)? / WAT IS OOP-AFSTANDSLEER (EOAL)?**

Open distance learning refers to a delivery mode focusing on enhanced accessibility to education and training, limiting or eliminating barriers such as time, place and pace of learning. The NWU promotes open distance learning by allowing students to register for the modules of a programme either in January or in June, offering technology-mediated instruction and examination opportunities at various learning support centres nationally and internationally, and providing student support to enhance the student learning experience. Students who study at a distance are still subject to specific admission requirements as determined by the Institutional Admissions Requirements Committee, fixed dates for the commencement of academic programmes, a minimum and maximum duration for the completion of their studies, and specific scheduled assessment opportunities. (Appendix to the General Academic Rules (A-Rules) of the NWU: Glossary of Teaching Learning-related concepts and designations)

*Oop afstandsl eer verwys na 'n aflewering smodus wat op beter toeganklikheid tot onderwys en opleiding fokus en struikelblokke soos tyd, plek en tempo van leer beperk of uitskakel. Die NWU bevorder oop afstandsl eer deur studente toe te laat om óf in Januarie óf in Junie vir die modules van 'n program te registreer, nasionaal en internasionaal tegnologie-gesteunde onderrig en eksamen geleenthede by verskillende leerondersteuningsentrums aan te bied, en studente-ondersteuning te verskaf om die studente se leerervaring te verbeter. Studente wat oor 'n afstand studeer, is steeds aan spesifieke toelatingsvereistes soos deur die Institusionele Toelatingsvereisteskomitee bepaal word, vaste datums vir die aanvang van akademiese programme, 'n minimum en maksimum duur vir die*

voltooiing van hulle studie, en spesifieke geskeduleerde assesseringsgeleenthede onderhewig. (Bylae tot die Algemene Akademiese Reëls van die NWU: Woordelys van Onderrig-Leer- verwante begrippe en benamings).

## **EDU.2.2 UNIT FOR OPEN DISTANCE LEARNING (UODL) / EENHEID VIR OOP-AFSTANDSLEER (EOAL)**

The Unit for Open Distance Learning at the NWU, situated in Potchefstroom, delivers several distance programmes on behalf of the various faculties at a number of learning support centres in southern Africa.

*Die Eenheid vir Oop Afstandsleer aan die NWU, geleë in Potchefstroom, lewer namens die verskillende fakulteite verskeie afstandprogramme by 'n aantal leerondersteuningsentrums in Suid-Afrika.*

### **Contact details / Kontakbesonderhede:**

**Tel:** +27 18 285 5900

**Fax / Faks:** +27 87 234 4957

**Website / Webwerf:** [distance.nwu.ac.za/](http://distance.nwu.ac.za/)

**Email / E-pos:** [DistancePotch@nwu.ac.za](mailto:DistancePotch@nwu.ac.za)

**SMS:** Send an SMS to **43366 NWU**[Space]**Student number**[Space]**Subject code**[Space] **and the question**

**SMS:** *Stuur 'n SMS aan 43366*

**NWU**[spasie]**Studentenommer**[spasie]**vakkode**[spasie] **en die vraag.**

### **Written correspondence / Skriftelike korrespondensie**

#### **Academic matters / Akademiese aangeleentede:**

The Academic Manager:  
UODL

North-West University

Private Bag X6001

Potchefstroom

2520

South Africa

*Die Akademiese  
Bestuurder: EOAL*

*Noordwes-Universiteit*

*Privaatsak X6001*

*Potchefstroom*

*2520*

*Suid-Afrika*

### **Administrative matters / Administratiewe aangeleenthere:**

The Unit for Open Distance Learning (UODL)	<i>Die Eenheid vir Oop-Afstandsleer (EOAL)</i>
Building B11A	<i>Gebou B11A</i>
North-West University	<i>Noordwes-Universiteit</i>
Private Bag X6001	<i>Privaatsak X6001</i>
Internal Box 539	<i>Interne Bussie 539</i>
Potchefstroom	<i>Potchefstroom</i>
2520	<i>2520</i>
South Africa	<i>Suid-Afrika</i>

### **EDU.2.3 MATTERS TO TAKE NOTE OF REGARDING UODL STUDIES / SAKE RAKENDE EOAL-STUDIES WAARVAN KENNIS GENEEM MOET WORD**

Students need to note the following matters, and are referred to the applicable yearbook:

- i. Some qualifications delivered in the distance mode allow students to register twice a year for studies.
- ii. Each programme has a minimum and a maximum study duration for completing the programme.
- iii. Students have a number of assessment opportunities (examinations) during a study period and all modules can be written at each assessment opportunity (first and/second opportunities) if the students qualify to write examination.
- iv. Students do not have a second examination opportunity directly after the first attempt. If they fail the first attempt (e.g. in June/July), they can write the failed module during the next examination opportunity (e.g. in October/November). A valid participation mark will give the student access to two examination opportunities, where after a student must generate a new participation mark.
- v. Contact classes are mainly presented by means of interactive white boards at the learning support centres in southern Africa, supported by facilitators. Lecturers can also be contacted via email if the students have access to the internet. All modules presented by means of interactive white boards are stored on the internet for students to access at a later stage.

- vi. Students are supported by means of a call centre, social media (Facebook) and contact with lecturers and facilitators.
- vii. Examinations are written at several examination centres throughout southern Africa, but the NWU can request students to write a specific module (e.g. Computer Science) at the campus in Potchefstroom, where the Unit for Open Distance Learning is situated.

*Studente moet op die volgende sake let, en word na die toepaslike jaarboek verwys:*

- i. *Sommige kwalifikasies wat in die afstandsmodus gelewer word, laat studente toe om twee keer per jaar vir studies te registreer.*
- ii. *Elke program het 'n minimum en 'n maksimum studieduur om die program te voltooi.*
- iii. *Studente het 'n aantal assesseringsgeleenthede (eksamens) tydens 'n studietydperk en alle modules kan by elke assesseringsgeleentheid geskryf word.*
- iv. *Studente het nie 'n tweede eksamengeleentheid direk na die eerste poging nie. Indien hulle die eerste poging druip (byvoorbeeld in Junie), kan hulle die betrokke module tydens die volgende eksamengeleentheid (byvoorbeeld in November) skryf. 'n Geldige deelnamepunt sal aan die student toegang tot twee eksamengeleenthede gee, waarna die student 'n nuwe deelnamepunt moet verwerf.*
- v. *Kontakklasse word hoofsaaklik met die ondersteuning van fasiliteerders deur middel van interaktiewe witborde by die leerondersteuningsentrums in Suider-Afrika aangebied. Dosente kan ook per e-pos gekontak word indien die studente toegang tot die internet het. Alle modules wat deur middel van interaktiewe witborde aangebied word, word op die internet gestoor vir studente om later te gebruik.*
- vi. *Studente word deur middel van 'n inbelsentrum, sosiale media (Facebook) en kontak met dosente en fasiliteerders ondersteun.*
- vii. *Eksamens word by verskillende eksamensentrums regoor Suider-Afrika geskryf, maar die NWU kan studente versoek om 'n spesifieke module (byvoorbeeld Rekenaarwetenskap) op die kampus in Potchefstroom, waar die Eenheid vir Oop Afstandsleer geleë is, te skryf.*

### **Unsatisfactory academic performance / Onbevredigende akademiese prestasie**

A student whose academic performance is found to be unsatisfactory will receive a formal written warning from the relevant director. If subsequent progress is still not satisfactory, the student may be dealt with in terms of A-Rule 1.18 and sub-paragraphs.

*'n Student wie se akademiese prestasie nie bevredigend is nie, sal 'n formele, skriftelike waarskuwing van die betrokke direkteur ontvang. Indien vordering daarna nie bevredigend is nie, kan daar ingevolge Algemene Akademiese Reël 1.18 en subparagraawe teen die student opgetree word.*

### **Termination of studies of UODL students / Beëindiging van EOAL-studente se studies**

The minimum and maximum duration of study for the various qualifications is indicated in the calendar and in the information booklets for these qualifications. One year before the maximum duration of study is exceeded and a student's studies are finally terminated, such a student will receive a warning letter to inform him/her of the two final examination opportunities to pass all outstanding modules. Should such a student still have modules outstanding after these examination opportunities, the studies of such a student must be terminated in terms of A-Rule 1.18.

Only in exceptional cases and then on the grounds of irrefutable evidence will the Executive Director: UODL and the Executive Dean of the Faculty of Education consider a request for continuation of studies from a student whose studies have been terminated. Should such an application be successful, the student will be afforded only one examination opportunity to complete all outstanding modules.

*Die minimum en maksimum studieduur van die onderskeie kwalifikasies word in die jaarboek en in die inligtingsboekies vir hierdie kwalifikasies aangedui. Een jaar voordat die maksimum studieduur oorskry word en 'n student se studie finaal beëindig word, sal so 'n student 'n waarskuwingsbrief ontvang om hom/haar in kennis te stel van die twee finale eksamengeleenthede om alle uitstaande modules te slaag. Indien so 'n student na hierdie eksamengeleenthede steeds uitstaande modules het, moet so 'n student se studie ingevolge A-Reël 1.18 beëindig word.*

*Slegs in buitengewone gevalle en dan op grond van onweerlegbare bewyse sal die Uitvoerende Direkteur: EOAL en die Uitvoerende Dekaan van die Fakulteit Opvoedkunde 'n versoek oorweeg van 'n student wie se studie beëindig is om sy/haar studie voort te sit. Indien so 'n aansoek slaag, sal die student slegs een eksamengeleentheid gegee word om alle uitstaande modules te voltooi.*



**EDU.3 RULES FOR THE DEGREE HONOURS BACCALUAREUS EDUCATIONIS / REËLS VIR DIE GRAAD HONNEURS BACCALAUREUS EDUCATIONIS**

**EDU.3.1 ADMISSION REQUIREMENTS FOR THE QUALIFICATION / TOELATINGSVEREISTES VIR DIE KWALIFIKASIE**

Admission to this qualification takes place according to the A-rule A.1.5 of the university. In particular the following admission requirements are valid for the BEdHons degree.

*Toelating tot hierdie kwalifikasie geskied volgens die A-reël A.1.5 van die Universiteit. In die besonder geld die volgende toelatingsvereistes vir die BEdHons-graad.*

**NQF-LEVEL 7 (UODL)**

The final intake of students for the BEdHons degree at NQF Level 7 was October 2015, and these students must complete the qualification by the end of 2019. The BEdHons degree at NQF Level 7 will be retained until 2019 to accommodate students who do not have a previous degree, and who therefore do not qualify to register for the BEdHons degree at NQF Level 8.

**NKR-VLAK 7 (EOAL)**

*Die BEdHons-graad op NKR-vlak 7 se laaste inname was Oktober 2015 en hierdie studente moet die kwalifikasie teen die einde van 2019 voltooi. Hierdie candidate kan aansoek doen vir toelating tot die MEd-graad op NKR-vlak 9. Die BEdHons-graad op NKR-vlak 7 word behou tot 2019 om studente te akkommodeer wat nie 'n vorige graad het nie, en wat dus nie kwalifiseer vir toelating tot die BEdHons-graad op NKR-vlak 8 nie.*

**NQF-LEVEL 8 (full-time / part-time contact / UODL)**

To qualify for admission to a Honours qualification, a perspective student needs to be in possession of an appropriate bachelor's degree (level 7) or an appropriate advanced diploma (level 7); or the equivalent

of these as approved by Senate and set out in the Admissions Policy of the NWU. In addition, a prospective student must comply with all other requirements as prescribed in the rules of the faculty offering the qualification, and as contained in the faculty year book.

The faculty may refuse admission to a particular qualification in instances where the standard of competence demonstrated by a prospective student in previous achievements in the qualification(s) in which the student wishes to pursue further study, does not comply with the faculty-specific requirements. A further admission requirement for a BEdHons qualification must be a minimum pass mark of 65% average (in the BEd qualification) in the final year, or a minimum pass mark of 65% on average (in the advanced diploma).

#### **NKR-Vlak 8 (voltyds/deeltyds kontak/EOAL)**

*Om te kwalifiseer vir toelating tot 'n Honneurs-kwalifikasie, moet 'n voornemendestudent in besit wees van 'n toepaslike baccalaureusgraad (vlak 7) of 'n toepaslike gevorderde diploma (vlak 7); of die ekwivalent daarvan soos deur die Senaat goedgekeur en uiteengesit in die Toelatingsbeleid van die NWU. Daarbenewens moet 'n voornemende student voldoen aan alle ander vereistes soos voorgeskryf in die reëls van die fakulteit wat die kwalifikasie aanbied, en soos vervat in die fakulteitsjaarboek.*

*Die fakulteit kan in sekere gevalle toelating tot 'n bepaalde kwalifikasie weier, indien die standaard van bekwaamheid wat deur 'n voornemende student in vorige kwalifikasies getoon is in die kwalifikasie(s) waarin die student verdere studie wil volg, nie aan die fakulteitspesifieke vereistes voldoen nie. 'n Verdere toelatings vereiste vir 'n BEdHons-kwalifikasie moet 'n minimum slaag syfer van 65% gemiddeld (in die BEd-kwalifikasie) behaal word in die finale jaar, of 'n minimum slaag syfer van 65% gemiddeld (in die gevorderde diploma) behaal word.*

### EDU.3.2 DURATION OF STUDY / *DUUR VAN STUDIE*

The minimum duration of study for this degree is one year and the maximum duration is three years for contact students and four years for distance students (A-Rule 1.14).

*Die minimum duur van studie vir hierdie graad is een jaar en die maksimum duur is drie jaar vir kontakstudente en vier jaar vir afstandstudente (A-Reël 1.14).*

### EDU.3.3 LANGUAGE OF INSTRUCTION IN THE BEDHONS / *TAAL VAN ONDERRIG IN DIE BEDHONS*

The Language Policy of the NWU is available at the following web address:

[http://www.nwu.ac.za/export/sites/default/nwu/gov\\_man/policy/2p-2.5-Language\\_e.pdf](http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/2p-2.5-Language_e.pdf)

**Programme specific:** Following any of the BEdHons programmes requires a functional level of proficiency in the language (Afrikaans or English) the student chooses to use.

Mafikeng campus contact sessions are mainly offered in English.

Potchefstroom campus: The NWU and Faculty are committed to recognise and respect the diversity of our lecturer and student corps. This also applies to the language preference of lecturers and students. In the BEdHons programme (contact: Potchefstroom campus) we follow a unique model whereby students are exposed to both Afrikaans and English. Some modules are presented in English only, but a large number of modules is intermittently translated from Afrikaans to English and English to Afrikaans and some are only translated from Afrikaans to English. Examination papers are set in Afrikaans and English and students may answer in either Afrikaans or English. By using this model we respect historical practices and the needs and language preferences of students and lecturers.

Vaal Triangle campus: contact sessions are mainly offered in English. Other languages will be accommodated where possible.

The **distance** BEdHons programmes are offered in English, however, study guides (where possible), study letters (English only) and examination papers are set in Afrikaans and English. Assignments and examinations can also be completed in either Afrikaans or English.

*Die Taalbeleid van die NWU is by die volgende webadres beskikbaar:*

[http://www.nwu.ac.za/export/sites/default/nwu/gov\\_man/policy/2P-2.5-Language\\_a\\_.pdf](http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/2P-2.5-Language_a_.pdf).

**Programspesifiek:** Die volg van enige BEdHons-program vereis 'n funksionele vaardigheidsvlak in die Taal wat die student verkies om te gebruik.

**Mafikengkampus:** kontakssessies word hoofsaaklik in Engels aangebied.

**Potchefstroomkampus:** Die NWU en Fakulteit is daarop ingestel om die diversiteit van ons dosente- en studentekorps te erken en te respekteer. Dit geld ook vir die taalvoorkeur van dosente en studente. In die BEdHons-program (kontak: Potchefstroomkampus) word 'n unieke model gevolg waardeur studente blootgestel word aan Afrikaans en Engels. Enkele modules word slegs in Engels aangebied, maar 'n groot aantal modules word afwisselend van Afrikaans na Engels, Engels na Afrikaans en enkeles slegs vanaf Afrikaans na Engels getolk. Eksamenvraestelle word in Afrikaans en Engels opgestel, en studente mag vraestelle in Afrikaans of Engels beantwoord. Deur hierdie model respekteer ons historiese praktyke en die behoeftes en taalvoorkeure van studente en dosente.

**Vaaldriehoekkampus:** kontakssessies word hoofsaaklik in Engels aangebied. Ander tale sal waar moontlik geakkommodeer word.

Die BEdHons-programme word vir **afstand** in Engels aangebied. Studiegidse (waar moontlik), studiebriefe (slegs Engels) en eksamenvraestelle word egter in Afrikaans en Engels opgestel. Opdragte en eksamens kan ook in Afrikaans of Engels voltooi word.

#### **EDU.3.4 ARTICULATION POSSIBILITIES AND EXIT LEVEL MARKS/ ARTIKULASIEMOONTLIKHEDE EN UITTREPUNT**

After the successful completion of the BEdHons degree at NQF Level 8 with a minimum average mark of 65% for the BEdHons degree, as well as a minimum mark of 65% for the research module (ERTP 671) in the BEdHons curriculum, students may apply for the MEd degree at NQF Level 9.

*Na die suksesvolle voltooiing van die BEdHons-graad op NKR-vlak 8 met 'n minimum-gemiddelde punt van 65% in die honneursgraad, sowel as 'n minimumpunt van 65% vir die navorsingsmodule (ERTP 671) in die BEdHons-graad kwalifiseer studente om aansoek te doen vir die MEd-graad op NKR-vlak 9.*

**EDU.3.5 LIST OF MODULES (NQF LEVEL 7 – UODL) / LYS VAN MODULES (NKR VLAK 7 – EOAL)**

<b>Module code Modulekode</b>	<b>Descriptive name Beskrywende naam</b>	<b>Prerequisites Voorevereistes</b>	<b>Credits Krediete</b>
<b>FUNDAMENTAL MODULES / FUNDAMENTELE MODULES</b>			
NAVR 611	Educational Research / <i>Opvoedkundige Navorsing</i>		16
NAVR 621	Action Research / <i>Aksienavorsing</i>	NAVR 611 50% or 45% participation mark NAVR 611 50% of 45% deelnamepunt	8
LEON 611	Learning Perspectives / <i>Leerperspektiewe</i>		8
LEON 612	Teaching Perspectives / <i>Onderrigperspektiewe</i>		8
LEON 613	The OBE Curriculum / <i>Die UGO-kurrikulum</i>		8
ONWB 611	Educational Organisations / <i>Onderwysorganisasies</i>		8
<b>CORE MODULES / KERNSMODULES</b>			
LEON 614	Classroom Communication / <i>Klaskamerkommunikasie</i>		16
LEON 621	Strategic Learning and Motivation / <i>Strategiese Leer en Motivering</i>		16
LEON 622	Strategic Teaching / <i>Strategiese Onderrig</i>		16
LEON 623	Curriculum Development / <i>Kurrikulumontwikkeling</i>		16
LEON 624	Assessment of Learning / <i>Assessering van Leer</i>		8
ONWB 621	Education Management Tasks / <i>Onderwysbestuurstake</i>		16
ONWB 622	Financial Management / <i>Finansiële Bestuur</i>		8
ONWB 623	Human Resources Development: Labour Law / <i>Menslike Hulpbronbestuur: Arbeidsreg</i>		8
ONWR 621	Introduction to Education Law / <i>Inleiding tot die Onderwysreg</i>		8
ONWR 622	Interpretation of Statutes / <i>Uitleg van Wette</i>		8
OPSK 612	Learners with Special Needs A / <i>Leerders met Spesiale Behoeftes A</i>		16
OPSK 613	Health Promotion and Organisational Development / <i>Gesondheidsbevordering en Organisasieontwikkeling</i>		16
OPSK 624	School Guidance / <i>Skoolvoorgting</i>		8
OPSK 625	Learners with Special Needs B / <i>Leerders met Spesiale Behoeftes B</i>		8
VGLO 612	Education Systems / <i>Onderwysstelsels</i>		16
WISO 611	Mathematics Education in Perspective / <i>Wiskunde-Onderwys in Perspektief</i>		16
WISO 621	Mathematics Education: Theory and Practice / <i>Wiskunde-Onderwys: Teorie en Praktyk</i>		16
WISO 622	The Mathematics Learning Area Curriculum / <i>Die Wiskunde-Leerareakurrikulum</i>		16
<b>ELECTIVE MODULES / KEUSEMODULES</b>			
ONWR 623	Human Rights in Education / <i>Menseregte in die Onderwys</i>		8
VGLO 621	Particularisation of Education Systems / <i>Verbesondering van Onderwysstelsels</i>		8

**EDU.3.5.1 Compilation of curriculum (NQF level 7 – UODL) / Samestelling van kurrikulum (NKR-vlak 7 - EOAL)**

**BEdHons (NQF Level 7 UODL) / BEdHons (NKR-Vlak 7 EOAL)**

**PROGRAMME / PROGRAM:** Teaching and Learning / *Onderrig en Leer*

**Code:** 464 120 O601P / **Kode:** 464 120 O601P

**Campus / Kampus:** Potchefstroom

**Method of delivery / Metode van aflewering:** Distance / *Afstand*

**IMPORTANT NOTE:**

This programme is only offered through UODL. The last intake was in October 2015. Only pipeline students are still accommodated in the programme and these students must complete the qualification by the end of 2019.

**LET WEL:**

*Hierdie program word slegs aangebied by EOAL. Die laaste inname was in Oktober 2015. Slegs pyplynstudente word steeds in die program geakkommodeer en hierdie studente moet die kwalifikasie teen die einde van 2019 voltooi.*

**Programme Structure / Programstruktuur**

Year 1 / Jaar 1		Year 2 / Jaar 2	
First semester / Eerste semester		First semester / Eerste semester	
Module code / Module kode	Cr / Kr	Module code / Module kode	Cr / Kr
LEON 611	8	LEON 613	8
LEON 612	8	ONWB 611	8
LEON 614	16	NAVR 611	16
<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>32</b>	<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>32</b>
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester / Tweede semester		Second semester / Tweede semester	
Module code / Module kode	Cr / Kr	Module code / Module kode	Cr / Kr
LEON 621	16	LEON 623	16
LEON 622	16	LEON 624	8
		NAVR 621	8
<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>32</b>	<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>32</b>
<b>Total Year 1</b> <b>Totaal Jaar 1</b>	<b>64</b>	<b>Total Year 2</b> <b>Totaal Jaar 2</b>	<b>64</b>

**PROGRAMME / PROGRAM:** Education Management, Law & Systems /  
Onderwysbestuur, -Reg en -Stelsels

**Code:** 464 121 O608P / **Kode:** 464 121 O608P

**Campus / Kampus:** Potchefstroom

**Method of delivery / Metode van aflewering:** Distance / Afstand

**IMPORTANT NOTE:**

This programme is only offered through UODL. The last intake was in October 2015. Only pipeline students are still accommodated in the programme and these students must complete the qualification by the end of 2019.

**LET WEL:**

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**Programme Structure / Programstruktuur**

Year 1 / Jaar 1		Year 2 / Jaar 2	
First semester / Eerste semester		First semester / Eerste semester	
Module code / Module kode	Cr / Kr	Module code / Module kode	Cr / Kr
LEON 611	8	LEON 613	8
LEON 612	8	ONWB 611	8
VGLO 612	16	NAVR 611	16
<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>32</b>	<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>32</b>
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester / Tweede semester		Second semester / Tweede semester	
Module code / Module kode	Cr / Kr	Module code / Module kode	Cr / Kr
ONWB 621	16	ONWR 621	8
ONWB 622	8	ONWR 622	8
ONWB 623	8	NAVR 621	8
		<b><u>Choose one: / Kies een:</u></b>	
		ONWR 623 (Elective module) / (Keusemodule)	8
		VGLO 621 (Elective module) / (Keusemodule)	8
<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>32</b>	<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>32</b>
<b>Total Year 1</b> <b>Totaal Jaar 1</b>	<b>64</b>	<b>Total Year 2</b> <b>Totaal Jaar 2</b>	<b>64</b>

**PROGRAMME / PROGRAM:** Learner Support / *Leerderondersteuning*

**Code:** 464 148 O610P / **Kode:** 464 148 O610P

**Campus / Kampus:** Potchefstroom

**Method of delivery / Metode van aflewering:** Distance / *Afstand*

**IMPORTANT NOTE:**

This programme is only offered through UODL. The last intake was in October 2015. Only pipeline students are still accommodated in the programme and these students must complete the qualification by the end of 2019.

**LET WEL:**

*Hierdie program word slegs aangebied by EOAL. Die laaste inname was in Oktober 2015. Slegs pyplynstudente word steeds in die program geakkommodeer en hierdie studente moet die kwalifikasie teen die einde van 2019 voltooi.*

**Programme Structure / Programstruktuur**

Year 1 / Jaar 1		Year 2 / Jaar 2	
First semester / Eerste semester		First semester / Eerste semester	
Module code / Module kode	Cr / Kr	Module code / Module kode	Cr / Kr
LEON 611	8	OPSK 613	8
LEON 612	8	NAVR 611	16
OPSK 612	16		
<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>32</b>	<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>32</b>
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester / Tweede semester		Second semester / Tweede semester	
Module code / Module kode	Cr / Kr	Module code / Module kode	Cr / Kr
LEON 621	16	OPSK 624	8
LEON 622	16	OPSK 625	8
		LEON 624	8
		NAVR 621	8
<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>32</b>	<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>32</b>
<b>Total Year 1</b> <b>Totaal Jaar 1</b>	<b>64</b>	<b>Total Year 2</b> <b>Totaal Jaar 2</b>	<b>64</b>



**PROGRAMME / PROGRAM:** Teaching and Learning (Mathematics Education) /

*Onderrig en Leer (Wiskunde-Onderwys)*

**Code:** 464 120 O607P / **Kode:** 464 120 O607P

**Campus / Kampus:** Potchefstroom

**Method of delivery / Metode van aflewering:** Distance / Afstand

**IMPORTANT NOTE:**

This programme is only offered through UODL. The last intake was in October 2015. Only pipeline students are still accommodated in the programme and these students must complete the qualification by the end of 2019.

**LET WEL:**

*Hierdie program word slegs aangebied by EOAL. Die laaste inname was in Oktober 2015. Slegs pyplynstudente word steeds in die program geakkommodeer en hierdie studente moet die kwalifikasie teen die einde van 2019 voltooi.*

**Programme Structure / Programstruktuur**

Year 1 / Jaar 1		Year 2 / Jaar 2	
First semester / Eerste semester		First semester / Eerste semester	
Module code / Module kode	Cr / Kr	Module code / Module kode	Cr / Kr
LEON 611	8	LEON 613	8
LEON 612	8	ONWB 611	8
WISO 611	16	NAVR 611	16
<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>32</b>	<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>32</b>
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester / Tweede semester		Second semester / Tweede semester	
Module code / Module kode	Cr / Kr	Module code / Module kode	Cr / Kr
WISO 621	16	WISO 622	16
LEON 621	16	LEON 624	8
		NAVR 621	8
<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>32</b>	<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>32</b>
<b>Total Year 1</b> <b>Totaal Jaar 1</b>	<b>64</b>	<b>Total Year 2</b> <b>Totaal Jaar 2</b>	<b>64</b>

## EDU.3.5.2 Module outcomes / Module-uitkomst

<b>Module code / Module kode:</b> NAVR 611	<b>Semester</b> 1	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 7
<b>Title / Titel:</b> Educational Research / Opvoedkundige Navorsing			
<b>Module outcomes / Module uitkomstes:</b>			
After completing this module, students should demonstrate:			
<ul style="list-style-type: none"> <li>• basic knowledge and understanding of educational research in the skills in using information technology (amongst others Internet) to retrieve information;</li> <li>• write a literature review; distinguish between the nature and characteristics of qualitative and quantitative research methods;</li> <li>• identify research problems and write a research proposal on the basis of such knowledge.</li> </ul>			
<i>Na voltooiing van hierdie module behoort studente:</i>			
<ul style="list-style-type: none"> <li>• <i>basiese kennis en verstaan van opvoedkundige navorsing te demonstreeer deur vaardigheid in die gebruik van inligtingstegnologie (w.o. die internet) om inligting te ontsluit;</i></li> <li>• <i>literatuurroersig/-studie te skryf;</i></li> <li>• <i>tussen die aard en kenmerke van kwalitatiewe en kwantitatiewe navorsingsmetodes te onderskei;</i></li> <li>• <i>navorsingsprobleme te kan identifiseer en op grond van sodanige kennis 'n navorsingsvoorstelling te kan skryf.</i></li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL			
<b>Assessment modes / Asseseringsmetodes:</b>			
Continuous Assessment 50 % / Deurlopende assessering 50 %			
Written Exam 50 % / Skriftelike eksamen 50 %			
<b>Module code / Module kode:</b> NAVR 621	<b>Semester</b> 12	<b>8 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 7
<b>Title / Titel:</b> Action Research / Aksienavorsing			
<b>Module outcomes / Module uitkomstes:</b>			
After completing this module, students should:			
<ul style="list-style-type: none"> <li>• in the <b>professional focus</b> programme carry out a practical research assignment of limited scope and write a research report in the form of a periodical article on the basis of the knowledge of the different aspects of research and skills developed in module <b>NAVR 611 Educational Research</b>.</li> </ul>			
<i>Na voltooiing van hierdie module behoort studente:</i>			
<ul style="list-style-type: none"> <li>• <i>in die professionele fokus op grond van die kennis van die verskillende aspekte van navorsing en die vaardighede wat met die module NAVR 611 Opvoedkundige navorsing ontwikkel het 'n praktiese navorsingsopdrag van beperkte omvang uit te voer en 'n navorsingsverslag in die vorm van 'n tydskrifartikel te skryf.</i></li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL			
<b>Assessment modes / Asseseringsmetodes:</b>			
Practical research assignment 100% / Praktiese navorsings opdrag 100%			
<b>Module code / Module kode:</b> LEON 611	<b>Semester</b> 1	<b>8 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 7
<b>Title / Titel:</b> Learning Perspectives / Leerperspektiewe			
<b>Module outcomes / Module uitkomstes:</b>			
After completing this module, students should:			
<ul style="list-style-type: none"> <li>• demonstrate a critical understanding of the behaviouristic, information processing and constructivistic views of learning by evaluating each of them from a Biblical and fundamental perspective;</li> <li>• to define learning in context of each of these views;</li> <li>• to identify the positive and negative implications of each view for effective learning and for variables influencing learning; and to develop a programme enabling learners to learn more effectively.</li> </ul>			
<i>Na voltooiing van hierdie module behoort die studente:</i>			
<ul style="list-style-type: none"> <li>• <i>'n kritiese verstaan van die behavioristiese, inligtingsverwerking, en konstruktivistiese beskouinge van leer te demonstreeer deur elkeen van hierdie beskouinge vanuit 'n skriftmatige en fundamentele perspektief te evalueer;</i></li> <li>• <i>leer vanuit elke beskouing te definieer;</i></li> <li>• <i>die positiewe en negatiewe implikasies van elke beskouing vir effektiewe leer en die veranderlikes wat volgens elke beskouing effektiewe leer beïnvloed te identifiseer en 'n program te ontwikkel wat leerders in staat sal stel om effektiewer te leer.</i></li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL			
<b>Assessment modes / Asseseringsmetodes:</b>			
Continuous Assessment 50 % / Deurlopende assessering 50 %			
Written Exam 50 % / Skriftelike eksamen 50 %			
<b>Module code / Module kode:</b> LEON 612	<b>Semester</b> 1	<b>8 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 7
<b>Title / Titel:</b> Teaching Perspectives / Onderrigperspektiewe			
<b>Module outcomes / Module uitkomstes:</b>			
After completing this module the learner ought to:			
<ul style="list-style-type: none"> <li>• demonstrate a basic knowledge of and a critical attitude towards process-product and ontological-contextual teaching views; to determine, explain and motivate the foundation, explanation and evaluation of the above-mentioned teaching views from Christian and other perspectives;</li> <li>• to determine, explain and motivate the implications of these views for teaching-learning in different contexts; also to demonstrate basic knowledge and skills with regard to selecting, applying and evaluating direct and indirect teaching approaches in specific learning areas and contexts.</li> </ul>			

<p>Na voltooiing van hierdie module behoort die studente:</p> <ul style="list-style-type: none"> <li>• basiese kennis en 'n kritiese ingesteldheid ten opsigte van die proses-produk- en die ontologiese-kontekstuele onderigbeskouings te demonstreer, begronding, verduideliking en evaluering van genoemde onderigbeskouings vanuit 'n Christelike en ander perspektiewe, asook die implikasies daarvan vir onderig-leer in verskillende kontekste te bepaal;</li> <li>• verduidelik en te motiveer asook basiese kennis en vaardigheid ten opsigte van die keuse, toepassing en evaluering direkte en indirekte onderigbenaderings in spesifieke leerareas en -kontekste.</li> </ul>
<p><b>Method of delivery / Metode van aflewering:</b> UODL / EOAL</p>
<p><b>Assessment modes / Asseseringsmetodes:</b>            Continuous Assessment 50 % / Deurlopende assessering 50 %            Written Exam 50 % / Skriftelike eksamen 50 %</p>

<b>Module code / Module kode:</b> LEON 613	<b>Semester 1</b>	<b>8 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 7
<b>Title / Titel:</b> The OBE Curriculum / Die UGO-kurrikulum			
<b>Module outcomes / Module uitkomstes:</b>			
At the end of the module the learner will give proof of:			
<ul style="list-style-type: none"> <li>• an understanding of the basic principles of the curriculum; in what way decisions concerning curricula are made; the outcomes-based teaching approach (OBE); the debate on abilities versus achievement; and the prescribed contents and skills in the national curriculum;</li> <li>• the learner will be able to adapt and implement the prescribed teaching and learning programmes for a specific learning situation (school/class).</li> </ul>			
Na voltooiing van hierdie module sal studente bewys lewer:			
<ul style="list-style-type: none"> <li>• van begrip van die basiese beginsels van die kurrikulumbesluite geneem word; die uitkomsgebaseerde onderwysbenadering (UGO) die debat rondom bekwaamhede versus prestasie, en die voorgeskrewe inhoud en vaardighede in die nasionale kurrikulum;</li> <li>• die leerder sal in staat wees om die voorgeskrewe onderig- en leerprogramme vir die bepaalde leersituasie (skool/klas) aan te pas en dit te implementeer.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL			
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			

<b>Module code / Module kode:</b> ONWB 611	<b>Semester 1</b>	<b>8 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 7
<b>Title / Titel:</b> The OBE Curriculum / Die UGO-kurrikulum			
<b>Module outcomes / Module uitkomstes:</b>			
Learners must acquire:			
<ul style="list-style-type: none"> <li>• a basic knowledge and be able to apply it to the principles underlying an educational organisation (its structure and functioning);</li> <li>• they must be able to analyse educational organisations critically and show a commitment to the values and practices of the educational organisation – specifically in the own school and working place;</li> <li>• learners must furthermore demonstrate knowledge of an insight into the ecology (organisation culture and climate) or the educational organisation, as well as the way in which organisation development should take place;</li> <li>• finally the learner must be able to make a critical analysis of what the effect of the before mentioned may be on teaching-learning activities (events in the classroom).</li> </ul>			
Na voltooiing van hierdie module moet studente:			
<ul style="list-style-type: none"> <li>• basiese kennis bekom en kan toepas in die beginsels wat 'n onderwysorganisasie ten grondslag lê (die struktuur en funksionering daarvan);</li> <li>• moet onderwysorganisasies krities kan analiseer en 'n verbintenis openbaar met die waardes en praktyke binne die onderwysorganisasie- en spesifiek die eie skool/werksplek;</li> <li>• leerders moet kennis en insig in die ekologie(organisasieskultuur en klimaat) van die onderwysorganisasie asook die wyses waarop organisasieontwikkeling plaasvind moet kan demonstreer;</li> <li>• 'n kritiese analise kan maak wat die effek van die voorafgaande op die onderigleerhandelinge (die gebeure in die klaskamer) kan hê.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL			
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			

<b>Module code / Module kode:</b> LEON 614	<b>Semester 1</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 7
<b>Title / Titel:</b> Classroom Communication / Klaskamerkommunikasie			
<b>Module outcomes / Module uitkomstes:</b>			
After completing this module the learner ought to:			
<ul style="list-style-type: none"> <li>• demonstrate a profound knowledge and practical skills with regard to a classroom communication model in view of classifying according to this model classroom communication skills promoting effective teaching and learning, as well as analysing and evaluating classroom practice; knowledge and practical skills regarding teaching styles in view of being able to analyse and evaluate styles, as well as regarding communication fear in view of measuring, analysing and taking steps to prevent and/or overcome it; profound knowledge and practical skills regarding classroom climate in</li> </ul>			



<b>Module code / Module kode:</b> LEON 623	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 7</b>
<b>Title / Titel:</b> Curriculum Development / Kurrikulumontwikkeling			
<b>Module outcomes / Module uitkomstes:</b>			
At the end of the module the learner will give proof of:			
<ul style="list-style-type: none"> <li>understanding: different approaches to curriculum and programme development; the sociological, philosophical, psychological, historical, political and economic influences on education in developing communities; the influence of language and cultural differences on learning programmes; participation in developing curricula at macro-, meso- and micro-level;</li> <li>the learner must be able to interpret and adapt existing programmes and to develop original learning programmes.</li> </ul>			
<i>Na voltooiing van hierdie module sal studente bewys lewer van begrip van:</i>			
<ul style="list-style-type: none"> <li>verskillende benaderings tot kurrikulum- en program ontwikkeling; die sosiologiese, filosofiese, sielkundige, historiese, politieke en ekonomiese invloede op onderwys ontwikkelende gemeenskappe; die invloed van taal- en kultuurverskille op leerprogramme; deelname aan kurrikuleering op die makro- en meso- en mikrovlak;</li> <li>in staat wees om bestaande programme te vertolk en aan te pas en om oorspronklike leerprogramme te ontwikkel.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL			
<b>Assessment modes / Asseseringsmetodes:</b>			
Continuous Assessment 50 % / Deurlopende assessering 50 %			
Written Exam 50 % / Skriftelike eksamen 50 %			

<b>Module code / Module kode:</b> LEON 624	<b>Semester 2</b>	<b>8 Cr / Kr</b>	<b>NQF level / NKR-vlak: 7</b>
<b>Title / Titel:</b> Assessment of Learning / Assesering van Leer			
<b>Module outcomes / Module uitkomstes:</b>			
After completing this module the learner ought demonstrate:			
<ul style="list-style-type: none"> <li>specialised knowledge and practical skills with regard to the assessment of teaching-learning situations, achievement and media, and with regard to the selection, motivation, investigation and evaluation of applicable assessment methods in specific learning areas and contexts, as well as planning, implementing, investigating and evaluating an effective integrated assessment plan as part of a teaching-learning programme in specific learning areas and contexts.</li> </ul>			
<i>Na voltooiing van hierdie module behoort studente:</i>			
<ul style="list-style-type: none"> <li>'n gespesialiseerde kennis en praktiese vaardigheid ten opsigte van die assessering van onderlig-leersituasies, -prestasie en -media, asook ten opsigte van die keuse, motiveering ondersoek en evaluering van toepaslike assesseringswyses in spesifieke leerareas en -kontekste te demonstree, asook beplanning, implimentering, ondersoek en evaluering van 'n doeltreffende geïntegreerde assesseringsplan as deel van 'n onderlig-leerprogram in spesifieke leerareas en -kontekste.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL			
<b>Assessment modes / Asseseringsmetodes:</b>			
Continuous Assessment 50 % / Deurlopende assessering 50 %			
Written Exam 50 % / Skriftelike eksamen 50 %			

<b>Module code / Module kode:</b> ONWB 621	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 7</b>
<b>Title / Titel:</b> Education Management Tasks / Onderwysbestuurstake			
<b>Module outcomes / Module uitkomstes:</b>			
Learners have to show:			
<ul style="list-style-type: none"> <li>a profound knowledge of and insight into education management as scientific field and in what way it forms the basis of effective management practices in school;</li> <li>learners must be able to apply the identified education management principles (method of management, namely planning, organising, leading and controlling) in order to ensure an effective education management practice;</li> <li>finally learners must be able to use and make applications of education management principles in order to develop and adapt a personal and effective management style.</li> </ul>			
<i>Na voltooiing van hierdie module moet studente:</i>			
<ul style="list-style-type: none"> <li>'n indiepte kennis en insig van Onderwysbestuur as wetenskapsveld openbaar en hoe dit die basis vorm vir effektiewe bestuurspraktyk in die skool;</li> <li>die geïdentifiseerde onderwysbestuurbeginsels moet ook toegepas kan word ten einde 'n effektiewe onderwysbestuurspraktyk te kan verseker;</li> <li>onderwysbestuurbeginsels kan gebruik en toepas ten einde 'n eie en effektiewe bestuurstyl te ontwikkel en te kan toepas.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL			
<b>Assessment modes / Asseseringsmetodes:</b>			
Continuous Assessment 50 % / Deurlopende assessering 50 %			
Written Exam 50 % / Skriftelike eksamen 50 %			

<b>Module code / Module kode:</b> ONWB 622	<b>Semester 2</b>	<b>8 Cr / Kr</b>	<b>NQF level / NKR-vlak: 7</b>
<b>Title / Titel:</b> Financial Management / <i>Finansiële Bestuur</i>			
<b>Module outcomes / Module uitkomstes:</b> Learners must be able to:			
<ul style="list-style-type: none"> <li>apply and extend education management areas concerned with finances in order to analyse the implications in practice;</li> <li>learners must also apply the theory of budgeting and financing of schools in a practical manner;</li> <li>learners will understand the implication of selected policy documents and laws for financing schools.</li> </ul>			
<i>Na voltooiing van hierdie module behoort studente in staat te wees:</i>			
<ul style="list-style-type: none"> <li>om die areas in onderwysbestuur wat met finansies te doen het, toe te pas en uit te brei ten einde die praktykimplikasies te ontleed;</li> <li>moet die teorie oor die begroting en finansiering van skole op 'n praktiese wyse kan toepas;</li> <li>die implikasie van geselekteerde beleidsdokumente en wette vir die finansiering van skole begryp.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL			
<b>Assessment modes / Assesseringsmetodes:</b> Continuous Assessment 50 % / <i>Deurlopende assessering 50 %</i> Written Exam 50 % / <i>Skriftelike eksamen 50 %</i>			

<b>Module code / Module kode:</b> ONWB 623	<b>Semester 2</b>	<b>8 Cr / Kr</b>	<b>NQF level / NKR-vlak: 7</b>
<b>Title / Titel:</b> Human Resources Development: Labour Law / <i>Menslike Hulpbronbestuur: Arbeidsreg</i>			
<b>Module outcomes / Module uitkomstes:</b> The learner will be able to:			
<ul style="list-style-type: none"> <li>describe, analyse and apply critically the role of the South African Council for Educators, the prescriptions of contracts as well as labour relations in education, in order to acquire appropriate skills to act reasonably, lawfully and according to procedures towards those involved in practice.</li> </ul>			
<i>Na voltooiing van hierdie module behoort studente in staat te wees:</i>			
<ul style="list-style-type: none"> <li>om die rol van die Suid-Afrikaanse Raad vir Onderwysers, die bepalings van kontrakte sowel as individuele en kollektiewe arbeidsverhoudinge in die onderwys krities te beskryf, analiseer en toe te pas om sodoeende toepaslike vaardighede te bekom o bilik, regmatig en prosedureel korrek teenoor die betrokkenes in die praktyk op te tree.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL			
<b>Assessment modes / Assesseringsmetodes:</b> Continuous Assessment 50 % / <i>Deurlopende assessering 50 %</i> Written Exam 50 % / <i>Skriftelike eksamen 50 %</i>			

<b>Module code / Module kode:</b> ONWR 621	<b>Semester 2</b>	<b>8 Cr / Kr</b>	<b>NQF level / NKR-vlak: 7</b>
<b>Title / Titel:</b> Introduction to Education Law / <i>Inleiding tot die Onderwysreg</i>			
<b>Module outcomes / Module uitkomstes:</b> Learners must be able to:			
<ul style="list-style-type: none"> <li>analyse, interpret and apply the roles, rights, obligations and liabilities of the different role players in education, in order to create a legally well ordered and effective environment for education.</li> </ul>			
<i>Na voltooiing van hierdie module behoort studente in staat te wees:</i>			
<ul style="list-style-type: none"> <li>om die rolle, die regte, pligte, aanspreeklikheid en toerekeningsvatbaarheid van die onderskei rolspelers in die onderwys te analiseer, te interpreteer en toe te pas ten einde 'n juridies geordende en effektiewe omgewing vir die onderwys daar te stel.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL			
<b>Assessment modes / Assesseringsmetodes:</b> Continuous Assessment 50 % / <i>Deurlopende assessering 50 %</i> Written Exam 50 % / <i>Skriftelike eksamen 50 %</i>			

<b>Module code / Module kode:</b> ONWR 622	<b>Semester 2</b>	<b>8 Cr / Kr</b>	<b>NQF level / NKR-vlak: 7</b>
<b>Title / Titel:</b> Interpretation of Statutes / <i>Uitleg van Wette</i>			
<b>Module outcomes / Module uitkomstes:</b> Learners must be able to:			
<ul style="list-style-type: none"> <li>analyse and interpret legislation as determinants for a legally well-ordered and effective education dispensation.</li> </ul>			
<i>Na voltooiing van hierdie module moet studente in staat wees:</i>			
<ul style="list-style-type: none"> <li>om wetgewing as determinate vir 'n juridies geordende en effektiewe onderwysbestel te kan analiseer en te kan interpreteer.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL			
<b>Assessment modes / Assesseringsmetodes:</b> Continuous Assessment 50 % / <i>Deurlopende assessering 50 %</i> Written Exam 50 % / <i>Skriftelike eksamen 50 %</i>			

<b>Module code / Module kode:</b> OPSK 612	<b>Semester 1</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 7</b>
<b>Title / Titel:</b> Learners with Special Needs A / <i>Leerder met Spesiale Behoeftes A</i>			
<b>Module outcomes / Module uitkomstes:</b> Learners will be able to understand: <ul style="list-style-type: none"> <li>understand learners with special needs in general in their social context by making use of an ecosystemic perspective;</li> <li>learners will also be able to identify and help learners with special needs – particularly individual learning problems.</li> </ul> <i>Na voltooiing van hierdie module behoort studente in staat te wees:</i> <ul style="list-style-type: none"> <li>om leeders met spesiale behoeftes te verstaan in die algemeen in hulle sosiale konteks deur gebruik te maak van 'n eko-sistematiese perspektief;</li> <li>om leerders met spesiale behoefte – spesifiek individuele leerprobleme, te identifiseer en aan hulle hulp te verleen.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL			
<b>Assessment modes / Assesseringsmetodes:</b> Continuous Assessment 50 % / <i>Deurlopende assessering 50 %</i> Written Exam 50 % / <i>Skriftelike eksamen 50 %</i>			

<b>Module code / Module kode:</b> OPSK 613	<b>Semester 1</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 7</b>
<b>Title / Titel:</b> Health Promotion and Organisational Development / <i>Gesondheidsbevordering en Organisasieontwikkeling</i>			
<b>Module outcomes / Module uitkomstes:</b> Learners will be able to: <ul style="list-style-type: none"> <li>to manage the process for promoting, establishing and maintaining health-promoting schools, including the use of whole school development to attain this objective.</li> </ul> <i>Na voltooiing van hierdie module behoort studente in staat te wees:</i> <ul style="list-style-type: none"> <li>om die proses te bestuur vir die bevordering, vestiging en instandhouding van Gesondheidsbevorderende Skole met inbegrip van die gebruik van heelskoolontwikkeling om hierdie doel te bereik.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL			
<b>Assessment modes / Assesseringsmetodes:</b> Continuous Assessment 50 % / <i>Deurlopende assessering 50 %</i> Written Exam 50 % / <i>Skriftelike eksamen 50 %</i>			

<b>Module code / Module kode:</b> OPSK 624	<b>Semester 2</b>	<b>8 Cr / Kr</b>	<b>NQF level / NKR-vlak: 7</b>
<b>Title / Titel:</b> School Guidance / <i>Skoolvoorigting</i>			
<b>Module outcomes / Module uitkomstes:</b> Learners will be able to: <ul style="list-style-type: none"> <li>conduct school guidance with the focus on personal, social, academic and educational and vocational guidance.</li> </ul> <i>Na voltooiing van hierdie module behoort studente in staat te wees:</i> <ul style="list-style-type: none"> <li>om skoolvoorigting te kan bedryf met die fokus op persoonlike en sosiale, akademiese en opvoedkundige, en beroepsvoorigting.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL			
<b>Assessment modes / Assesseringsmetodes:</b> Continuous Assessment 50 % / <i>Deurlopende assessering 50 %</i> Written Exam 50 % / <i>Skriftelike eksamen 50 %</i>			

<b>Module code / Module kode:</b> OPSK 625	<b>Semester 2</b>	<b>8 Cr / Kr</b>	<b>NQF level / NKR-vlak: 7</b>
<b>Title / Titel:</b> Learners with Special Needs B / <i>Leerders met Spesiale Behoeftes B</i>			
<b>Module outcomes / Module uitkomstes:</b> Learners will be able to: <ul style="list-style-type: none"> <li>identify and help learners with special needs – particularly individual disabilities e.g. physical and sensory disabilities, epilepsy, chronic diseases, etc.</li> </ul> <i>Na voltooiing van hierdie module behoort studente in staat te wees:</i> <ul style="list-style-type: none"> <li>om leerders met spesiale behoeftes – spesifiek individuele gestremdhede, epilepsie, chroniese siektes, ens., te identifiseer en aan hulle hulp te verleen.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL			
<b>Assessment modes / Assesseringsmetodes:</b> Continuous Assessment 50 % / <i>Deurlopende assessering 50 %</i> Written Exam 50 % / <i>Skriftelike eksamen 50 %</i>			

<b>Module code / Module kode:</b> VGLO 612	<b>Semester 1</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 7</b>
<b>Title / Titel:</b> Education Systems / <i>Onderwysstelsels</i>			
<b>Module outcomes / Module uitkomstes:</b> After learners have completed this module, they ought to be able to: <ul style="list-style-type: none"> <li>describe, compare and explain specific characteristics and social structures concerned with education in the context of internal and external determinants, with the aim to understand the structure of national and international educational systems;</li> <li>to analyse the individuality and universality of education systems, to address the needs of the target group and to understand the importance of creating a harmonious school environment, and to apply knowledge, skills and attitudes regarding the structure and organisation of national and international education systems, with the aim of evaluating the South African education system.</li> </ul>			

<p>Na voltooiing van hierdie module behoort studente in staat te wees om:</p> <ul style="list-style-type: none"> <li>• spesifieke eienskappe van die onderwysstelsels en sosiale strukture wat belang het by die onderwys te beskryf, vergelyk en verduidelik binne die konteks van interne en eksterne determinante met die doel om die struktuur van nasionale onderwysstelsels te verstaan;</li> <li>• om die individualiteit en universaliteit van onderwysstelsels te analiseer, die behoeftes van die teikengroep aan te spreek en die belangrikheid om 'n harmonieuse skoolomgewing te skep, te begryp en kennis, vaardighede en gesindhede toe te pas rakende die struktuur en organisasie van nasionale en internasionale onderwysstelsels met die doel om die Suid-Afrikaanse onderwysstelsel te evalueer.</li> </ul>
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL
<b>Assessment modes / Assesseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %

<b>Module code / Module kode:</b> WISO 611	<b>Semester 1</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 7
<b>Title / Titel:</b> Mathematics Education in Perspective / Wiskunde-Onderwys in perspektief			
<b>Module outcomes / Module uitkomstes:</b> After completing this module the learner ought to demonstrate: <ul style="list-style-type: none"> <li>• well-grounded knowledge and a critical attitude with regard to mathematics education as field of scientific investigation, as well as the historic development of mathematics, mathematics education and its curriculum as human activities, from Christian and other perspectives; specialised knowledge with regard to contemporary international perspectives on and approaches to mathematics education, as well as circumstances that promote effective teaching and learning of mathematics, amongst others outcomes-based education.</li> </ul> <p>Na voltooiing van hierdie module behoort studente:</p> <ul style="list-style-type: none"> <li>• die leerder begronde kennis en kritiese ingesteltheid ten opsigte van wiskunde-onderwys as veld van wetenskaplike ondersoek te demonstreer, asook van die historiese ontwikkeling van wiskunde, wiskunde-onderwys en sy kurrikulum as menslike handelinge, van uit 'n Christelike en ander perspektiewe, gespesialiseerde kennis ten opsigte van kontemporêre internasionale perspektiewe op en benaderings tot wiskunde-onderwys, asook van omstandighede wat doeltreffende ondng in leer van wiskunde bevorder, wo. Uitkomstegebaseerder onderwys (UGO).</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL			
<b>Assessment modes / Assesseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			

<b>Module code / Module kode:</b> WISO 621	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 7
<b>Title / Titel:</b> Mathematics Education in Perspective / Wiskunde-Onderwys in perspektief			
<b>Module outcomes / Module uitkomstes:</b> After completing this module the learner ought to: <ul style="list-style-type: none"> <li>• demonstrate fundamental and reflexive knowledge and a critical attitude with regard to theoretical and practical aspects concerning the characteristics of effective mathematics teaching, as well as mathematics teaching-learning problems; and specialised knowledge and practical skills with regard to the founding, planning, motivating, implementing, investigating and evaluating of effective mathematics teaching-learning opportunities, media and technologies in different contexts, amongst others problem solving and direct and indirect teaching models.</li> </ul> <p>Na voltooiing van hierdie module behoort studente:</p> <ul style="list-style-type: none"> <li>• die leerder grondige en refleksiewe kennis en kritiese ingesteltheid ten opsigte van teoretiese en praktiese aspekte rakende die kenmerke van doeltreffende wiskunde-onderwys, asook wiskunde-onderwys-leerproblematiek te demonstreer, asook gespesialiseerde kennis en praktiese vaardighede ten opsigte van die begroning, beplanning, motiveering, implementering, ondersoek en evalueering van doeltreffende wiskunde-onderwys-leerleentehede, -media en -tegnologieë in verskillende kontekste, wo. probleemoplossing en direkte en indirekte onderrigmodelle.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL			
<b>Assessment modes / Assesseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			

<b>Module code / Module kode:</b> WISO 622	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 7
<b>Title / Titel:</b> The Mathematics Learning Area Curriculum / Die Wiskunde-Leerareakurrikulum			
<b>Module outcomes / Module uitkomstes:</b> After completing this module the learner ought to demonstrate: <ul style="list-style-type: none"> <li>• a more specialised and reflexive knowledge, practical skills and critical attitude with regard to investigating, implementing and evaluating relevant and dynamic development of curricula in mathematics education, as well as a thorough knowledge and practical skills with regard to selecting, motivating, using and evaluating appropriate curriculum and teaching approaches, models, materials, resources and technologies to initiate, promote and evaluate learning and teaching mathematics in specific contexts, amongst others problem solving and integrated assessment.</li> </ul> <p>Na voltooiing van hierdie module behoort studente:</p> <ul style="list-style-type: none"> <li>• gespesialiseerder en refleksiewe kennis, praktiese vaardigheid en kritiese ingesteltheid ten opsigte van die ondersoek, implementering en evaluering van relevante en dinamiese kurrikuleering in wiskunde-onderwys te demonstreer, asook grondige kennis en praktiese vaardigheid ten opsigte van die keuse, motiveering, gebruik en evaluering van toepaslike kurrikulum en onderrigbenaderings, -modelle, materiale, -hulpbronne en -tegnologieë om die leer en onderrig van</li> </ul>			



<i>wiskunde in spesifieke kontekste te inisieer, te bevorder en te evalueer, wo. realistiese probleemoplossings en geïntegreerde assessering.</i>
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %

<b>Module code / Module kode:</b> ONWR 623	<b>Semester 2</b>	<b>8 Cr / Kr</b>	<b>NQF level / NKR-vlak: 7</b>
<b>Title / Titel:</b> Human Rights Education / Menseregte in die Onderwys			
<b>Module outcomes / Module uitkomstes:</b> Learners must be able to: <ul style="list-style-type: none"> <li>analyse, interpret and apply the South African constitution with regard to the application of human rights in education.</li> </ul> <i>Na voltooiing van hierdie module behoort studente in staat te wees:</i> <ul style="list-style-type: none"> <li>om die Suid-Afrikaanse Grondwet m.b.t die toepassing van menseregte in die onderwys te kan analiseer, te kan interpreteer en te kan toepas.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL			
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			

<b>Module code / Module kode:</b> VGLO 621	<b>Semester 2</b>	<b>8 Cr / Kr</b>	<b>NQF level / NKR-vlak: 7</b>
<b>Title / Titel:</b> Human Rights Education / Menseregte in die Onderwys			
<b>Module outcomes / Module uitkomstes:</b> After completing this module the learner ought to be able to: <ul style="list-style-type: none"> <li>understand the history of comparative education, the nature and methods of comparative education, the nature of lifelong learning and the nature of home education; apply the methods of comparative education;</li> <li>compare lifelong learning, as manifested in the South African education system, with selected foreign education systems; and be able to explain and compare home education, as manifested in the South African education system, with selected foreign systems.</li> </ul> <i>Na voltooiing van hierdie module behoort die studente in staat te wees:</i> <ul style="list-style-type: none"> <li>om die geskiedenis van Vergelykende Opvoedkunde, die aard en metodes van Vergelykende Opvoedkunde, die aard van lewenslange leer, en die aard van tuisonderig te verstaan; die metode van Vergelykende Opvoedkunde toe te pas;</li> <li>om lewenslange leer, soos vergesalt in die Suid-Afrikaanse onderwysstelsel, te vergelyk met gekose buitelandse onderwysstelsels en in staat wees om tuisonderig, soos vergesalt in die Suid-Afrikaanse onderwysstelsel te verduidelik en te vergelyk met gekose buitelandse stelsels.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL			
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			

**EDU.3.5.3 List of modules (NQF level 8) / Lys van modules (NKR-vlak 8)**

Module code / Modulekode	Descriptive name / Beskrywende naam	Prerequisites Voorvereistes	Credits / Krediete
<b>FUNDAMENT MODULES / FUNDAMENTELE MODULES</b>			
<b>ERTP 671</b>	Educational Research Theory and Practice / <i>Opvoedkundige Navorsingsteorie en -praktyk</i>		46
<b>CORE MODULES / KERNSMODULES</b>			
<b>AFLG 671</b>	Compulsory module of SKT / <i>Verpligte module van SKT</i> (Hons. B.A.- elective module / <i>keusemodule</i> ) see EDU.1.8		24
<b>APLS 674</b>	Applied Learning Support / <i>Toegepaste Leerondersteuning</i>		32
<b>BWOS 611</b>	Exercise Science / <i>Oefenkunde</i>		16
<b>BWOS 612</b>	Motor learning and development / <i>Motoriese Leer en Ontwikkeling</i>		16
<b>BWOS 621</b>	Talent identification and talent development / <i>Talentidentifisering en -ontwikkeling</i>		16
<b>BWOS 623</b>	Movement Education and Education Law / <i>Bewegingsonderwys en Onderwysreg</i>		16
<b>BWOS 624</b>	Sport and Movement Education management / <i>Sport- en Bewegingsonderwysbestuur</i>		16
<b>CEPS 612</b>	Community Educational Psychology / <i>Gemeenskap-Opvoedkundige Sielkunde</i>		8
<b>CLIN 611</b>	Classroom Instruction / <i>Klaskameronderrig</i>		16
<b>CSIE 611</b>	Foundations of Information Technology Education / <i>Grondslae van Inligtingstechnologie-Onderwys</i>		16
<b>CSIE 612</b>	Foundations of Computer Applications Technology Education / <i>Grondslae van Rekenaartoevoegingstechnologie-Onderwys</i>		16
<b>CSIE 624</b>	Computer Science: knowledge for education / <i>Rekenaarwetenskap: kennis vir die onderwys</i>		16
<b>CSIE 625</b>	Information Technology: knowledge for education / <i>Inligtingstechnologie: kennis vir die onderwys</i>		16
<b>CSIE 626</b>	Computer Applications Technology: knowledge for education / <i>Rekenaartoevoegingstechnologie: kennis vir die onderwys</i>		16
<b>CUDE 611</b>	Curriculum Development / <i>Kurrikulumontwikkeling</i>		16
<b>EDTM 616</b>	Introduction to Environmental Education / <i>Inleiding tot omgewingsopvoeding</i>		16
<b>EESD 611</b>	Introduction to environmental: teaching and learning for social change / <i>Inleiding tot Omgewingsopvoeding: onderrig en leer vir sosiale verandering</i>		8

<b>EESD 621</b>	Education and environmental natural resource management / <i>Onderwys en omgewings-natuurlike hulpbronbestuur</i>		8
<b>EESD 622</b>	Social and ecological issues in Environmental Education / <i>Sosiale en ekologiese vraagstukke in Omgewingsopvoeding</i>		8
<b>EESD 623</b>	Environmental awareness and responsibilities / <i>Omgewingsbewustheid en -verantwoordelikhede</i>		8
<b>EMLO 611</b>	Education Management and Organisations / <i>Onderwysbestuur en Organisasies</i>		16
<b>ENLG 679</b>	Applied Language Studies		24
<b>EPSY 611</b>	Individual Counselling, Ethics and Law / <i>Individuele Berading, Etiek en die Reg</i>		16
<b>EPSY 612</b>	Psychometry, Assessment and Career Development / <i>Psigometrie, Assessering en Beroepsontwikkeling</i>		20
<b>EPSY 614</b>	Psychopathology and Wellness / <i>Psigopatologie en Welsyn</i>		16
<b>EPSY 622</b>	Applied Learning Support in Counselling / <i>Toegepaste Leerondersteuning in berading</i>		16
<b>EPSY 623</b>	Applied Counselling / <i>Toegepaste Berading</i>		20
<b>EPSY 624</b>	Community Educational Psychology for Health Promotion / <i>Gemeenskap-Opvoedkundige Sielkunde vir Gesondheidsbevordering</i>		16
<b>FLCE 621</b>	Facilitation and Lay Counselling for Educators / <i>Fasilitering en Lekeberading vir Opvoeders</i>		8
<b>GEOE 621</b>	Teaching and Learning in Geography Education: Environmental Education / <i>Onderrig en leer in Geografie-onderwys: Omgewingsonderwys</i>		16
<b>GEOE 622</b>	Information and Communication Technology (ICT) in Geography Education / <i>Inligtings- en Kommunikasie Tegnologie (IKT) in Geografie-onderwys</i>		16
<b>HISE 611</b>	Historical writing and history teaching trends in South Africa: a historiographical reconnaissance / <i>Geskiedskrywing en geskiedenis onderrig tendense in Suid-Afrika: 'n historiografiese verkenning</i>		16
<b>HISE 621</b>	Teaching, Learning and Assessment in History Education / <i>Onderrig, Leer en Assessering in Geskiedenis-onderwys</i>		16
<b>HISE 622</b>	South African Heritage and Indigenous Knowledge Systems in History Education / <i>Suid-Afrikaanse Erfenis en inheemse kennisstelsels in Geskiedenis-onderwys</i>		8
<b>IELS 671</b>	Inclusive Education and Learning Support / <i>Inklusieweonderwys en Leerderondersteuning</i>		32
<b>LIFE 621</b>	Environmental Education for Life Sciences Teaching / <i>Omgewingsopvoeding vir Lewenswetenskappe-onderrig</i>		16
<b>LIFE 622</b>	Interdisciplinary perspectives on core aspects in Bioethics / <i>Interdissiplinêre perspektiewe in kernaspekte in Bio-etiek</i>		16
<b>LOHO 611</b>	Theories and perspectives / <i>Teorieë en Perspektiewe</i>		16

<b>LOHO 621</b>	Life Orientation Pedagogies / <i>Lewensoriënteringpedagogiek</i>		16
<b>LOHO 622</b>	Community Engagement / <i>Gemeenskapsverbinten</i>		16
<b>LOHO 671</b>	Guidance and Support / <i>Begeleiding en ondersteuning</i>		32
<b>LTCA 671</b>	Developing and Implementing Curricula and Assessment in Language Teaching		24
<b>LTFR 621</b>	Foundations of Reading		16
<b>LTL 611</b>	Language and Literature Studies		16
<b>MATD 611</b>	Mathematics Education in Perspective / <i>Wiskunde-onderwys in Perspektief</i>		16
<b>MATD 622</b>	Mathematics Learning and Teaching / <i>Wiskundeleer en -onderrig</i>		16
<b>MATE 671</b>	Mathematical Knowledge for Teaching / <i>Wiskundekennis vir Onderwys</i>		32
<b>OMBO 613</b>	Introduction to GIS / <i>Inleiding tot GIS</i>		16
<b>OMBE 621</b>	Hydro Geography / <i>Hidro-Geografie</i>		16
<b>OMSB 611</b>	Conservation Ecology / <i>Bewaringsekologie</i>		16
<b>ONWR 611</b>	Education Law: Theory and praxis / <i>Onderwysreg: Teorie en Praktyk</i>		16
<b>PHSE 611</b>	Advanced physics for teaching I / <i>Gevorderde fisika vir onderwys I</i>		8
<b>PHSE 612</b>	Advanced chemistry for teaching I / <i>Gevorderde chemie vir onderwys I</i>		8
<b>PHSE 621</b>	Advanced chemistry for teaching II / <i>Gevorderde chemie vir onderwys II</i>		16
<b>PHSE 622</b>	Advanced physics for teaching II / <i>Gevorderde fisika vir onderwys II</i>		16
<b>TOAF 612</b>	Kurrikulumontwikkeling en assessering in Taalonderwys		16
<b>TOAF 671</b>	Fundamentele boustene van lees, letterkunde onderrig en lees vir taalverwerwing		24
<b>TECE 611</b>	Perspectives in Technology Education / <i>Perspektiewe in Tegnologie-onderwys</i>		16
<b>TECE 621</b>	Foundations of Technology Education / <i>Grondslag van Tegnologie-onderwys</i>		16
<b>TECE 622</b>	Teaching and Learning in Technology Education / <i>Onderrig en Leer in Tegnologie-onderwys</i>		16
<b>TLAS 612</b>	Teaching, Learning and Assessment / <i>Onderrig, Leer en Assessering</i>		16
<b>TSCU 621</b>	The School Curriculum / <i>Die skoolkurrikulum</i>		16
<b>VGLO 624</b>	Education Systems: structure and functions / <i>Onderwysstelsels: Struktuur en Funksies</i>		16

<b>ELECTIVE MODULES / KEUSEMODULES</b>			
<b>ELEA 611</b>	E-learning / <i>E-leer</i>		8
<b>INME 621</b>	Instructional Media / <i>Opvoedingsmedia</i>		8
<b>ISCS 611</b>	Issues in curriculum studies / <i>Kwessies in Kurrikulumstudies</i>		8
<b>HIST 621</b>	A selected theme in South African History / <i>'n Geselekteerde tema in Suid-Afrikaanse Geskiedenis</i>		24
<b>HIST 622</b>	A selected theme in African History / <i>'n Geselekteerde tema in Afrika Geskiedenis</i>		24
<b>HIST 627</b>	A selected theme in World History / <i>'n Geselekteerde tema in Wêreld Geskiedenis</i>		24
<b>HISS 621</b>	Regional and local history in South Africa / <i>Streeks- en plaaslike geskiedenis in Suid-Afrika</i>		24
<b>HISS 622</b>	Gender history in Africa / <i>Geslagsgeskiedenis in Afrika</i>		24
<b>HISS 623</b>	Culture and heritage studies in global contexts / <i>Kultuur- en erfenisstudies vanuit globale kontekste</i>		24
<b>ONWB 624</b>	Human resources management and development in education / <i>Menslike Hulpbronbestuur en Ontwikkeling in Opvoedkunde</i>		16
<b>ONWB 625</b>	Financial school management / <i>Finansiële skoolbestuur</i>		16
<b>ONWR 624</b>	Labour law and school governance / <i>Arbeidsreg en Skoolbeheer</i>		16
<b>ONWR 625</b>	Human Rights and democracy in education / <i>Menseregte en demokrasie in die Onderwys</i>		16
<b>SLAD 621</b>	Strategic Learning and Development / <i>Strategiese Leer en Ontwikkeling</i>		8
<b>TOAF 672</b>	Sin, Teks en Konteks in die Taalonderrigpraktyk		24
<b>TOAF 673</b>	Kleuter, Kinder en Jeugliteratuur vir die Onderwys		24
<b>VGLO 622</b>	Modern Education systems / <i>Moderne Opvoedkundesisteme</i>		16
<b>VGLO 623</b>	Contemporary education issues: comparative perspectives / <i>Hedendaagse Onderrigkwessies: Vergelykende Perspektiewe</i>		16

## EDU.3.5.4 Compilation of curriculum (NQF level 8) / Samestelling van kurrikulum (NKR-vlak 8)

**PROGRAMME / PROGRAM:** Afrikaanse Taalonderwys

**Code:** 4EB L01 O601P / **Kode:** 4EB L01 O601P

**Campus / Kampus:** Potchefstroom

**Method of delivery / Metode van aflewering:** Full time & Part time / Voltyds & Deeltyds

**Important Note:** This programme is only offered through medium of Afrikaans.

**Let wel:** Hierdie program word slegs in Afrikaans aangebied.

### Programspesifieke toelatingsvereistes

Vir leerders wat vir die kurrikulum in Afrikaans Taalonderwys wil registreer geld die volgende programspesifieke toelatings vereistes:

- 'n BEd-graad met òf Afrikaans op universiteitsgraadvlak 3 òf met die Leerarea Tale op universiteitsgraadvlak 2 (d.i. met twee tale op universiteitsgraadvlak 2), òf
- 'n BA-graad met òf Afrikaans op universiteitsgraadvlak 3, sowel as 'n NGOS of ekwivalente professionele kwalifikasie òf met twee tale op universiteitsgraadvlak 2, sowel as 'n NGOS of ekwivalente professionele kwalifikasie.
- Alle kandidate moet verder oor die nodige (akademiese) taalvaardigheid beskik. Gestandaardiseerde toetse word vir hierdie doel gebruik. Studente wat reeds sodanige toetse geslaag het, sal vrygestel word van hierdie vereiste.

### Programme Structure / Programstruktuur

#### FULL TIME / VOLTYDS

Year 1 / Jaar 1	
<b>First semester / Eerste semester</b>	
Module code / Module kode	Cr / Kr
ERTP 671 (*1)	23
TOAF 612	16
TOAF 671 (*2)	12
AFLG 671 (*2) <b>OR / OF</b> TOAF 672 (*2)	12
BAHons-elective module / keusemodule (*2) <b>OR / OF</b> TOAF 673 (*2)	12
<b>Total 1<sup>st</sup> semester / Totaal 1<sup>ste</sup> semester</b>	<b>75</b>
<b>Year 1 / Jaar 1</b>	
<b>Second semester / Tweede semester</b>	
Module code / Module kode	Cr / Kr
ERTP 671 (*1)	23
TOAF 671 (*2)	12
AFLG 671 (*2) <b>OR / OF</b> TOAF 672 (*2)	12
BAHons-elective module / keusemodule (*2) <b>OR / OF</b> TOAF 673 (*2)	12
<b>Total 2<sup>nd</sup> semester / Totaal 2<sup>de</sup> semester</b>	<b>59</b>
<b>Total Year 1 / Totaal Jaar 1</b>	<b>134</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

(\*2) 24-credit module presented across both semesters / (\*2) 24-Krediet module wat aangebied word oor twee semesters

## PART TIME / DEELTYDS

Year 1 / Jaar 1		Year 2 / Jaar 2	
First semester / Eerste semester		First semester / Eerste semester	
Module code / Module kode	Cr / Kr	Module code / Module kode	Cr / Kr
TOAF 612	16	ERTP 671 (*1)	23
AFLG 671 (*2) or / of TOAF 672 (*2)	12	TOAF 671 (*2)	12
BAHons-elective module / keusemodule (*2) or / of TOAF 673 (*2)	12		
<b>Total 1<sup>st</sup> semester Totaal 1<sup>ste</sup> semester</b>	<b>40</b>	<b>Total 1<sup>st</sup> semester Totaal 1<sup>ste</sup> semester</b>	<b>35</b>
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester / Tweede semester		Second semester / Tweede semester	
Module code / Module kode	Cr / Kr	Module code / Module kode	Cr / Kr
AFLG 671 (*2) or / of TOAF 672 (*2)	12	ERTP 671 (*1)	23
BAHons-elective module / keusemodule (*2) or / of TOAF 673 (*2)	12	TOAF 671 (*2)	12
<b>Total 2<sup>nd</sup> semester Totaal 2<sup>de</sup> semester</b>	<b>24</b>	<b>Total 2<sup>nd</sup> semester Totaal 2<sup>de</sup> semester</b>	<b>35</b>
<b>Total Year 1 Totaal Jaar 1</b>	<b>64</b>	<b>Total Year 2 Totaal Jaar 2</b>	<b>70</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

(\*2) 24-credit module presented across both semesters / (\*2) 24-Krediet module wat aangebied word oor twee semesters

**Lys van Hons. BA-keusemodules (letterkunde, 24 krediete elk) waarvan een gekies moet word:**

**AFLL 671 Afrikaanse Poësie: Poësie en interteks**

**AFLL 672 Afrikaans verhalende tekste**

**AFLL 673 Van dramateks tot opvoering: 'n studie van die drama-en Teaterwetenskap**

**Let wel:**

1. Deelydse studente moet TOAF 672 en TOAF 673 neem. Hierdie twee modules kan ook deur voltydse studente geneem word.
2. Die BAHons-keusemodules, sowel as AFLG 671 (ook 'n BAHons-module) is slegs vir voltydse studente beskikbaar.

**PROGRAMME / PROGRAM:** Information Technology Education /  
*Inligtingstegnologie-Onderwys*

**Code:** 4EJ L01 O601P / **Kode:** 4EJ L01 O601P

**Campus / Kampus:** Potchefstroom

**Method of delivery / Metode van aflewering:** Full time & Part time / *Voltyds & Deelyds*

### **Programme specific admission requirements**

Learners who want to register for the programme in Information Technology Education must already be in possession of:

Bachelor of Education degree with Computer Science or Information Technology as major subject, OR an appropriate Bachelor degree with subject content relevant to Information Technology on SAQA level 7, together with a Post-Graduate Certificate in Education, or an Advanced Diploma in Teaching (NQF 7), or an equivalent professional teaching qualification with specialisation in Information Technology.

### **Programspesifieke toelatingsvereistes**

*Leerders wat wil registreer vir die program in Inligtingstegnologie-Onderwys moet reeds in besit wees van:*

*'n BEd-graad met Rekenaarwetenskap of Inligtingstegnologie (IT) as hoofvak. OF 'n toepaslike Baccalareus graad met vakinhoud relevant aan IT op SAQA vlak 7, saam met 'n nagraadse kwalifikasie in onderwys, of 'n gevorderde diploma in onderwys (NKR 7), of 'n ekwivalente professionele onderwyskwalifikasie met spesialisering in Inligtingstegnologie.*

### **Programme Structure / Programstruktuur**

#### **FULL TIME / VOLTYDS**

<b>Year 1 / Jaar 1</b>	
<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
TLAS 612	16
CUDE 611	16
CSIE 611	16
<b>Total 1<sup>st</sup> semester / Totaal 1<sup>ste</sup> semester</b>	<b>71</b>
<b>Year 1 / Jaar 1</b>	
<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
CSIE 624	16
CSIE 625	16
<b>Total 2<sup>nd</sup> semester / Totaal 2<sup>de</sup> semester</b>	<b>55</b>
<b>Total Year 1 / Totaal Jaar 1</b>	<b>126</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters



**PART TIME / DEELTYDS**

<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>First semester / Eerste semester</b>		<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
CUDE 611	16	ERTP 671 (*1)	23
TLAS 612	16		
CSIE 611	16		
<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>48</b>	<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>23</b>
<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>Second semester / Tweede semester</b>		<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
CSIE 624	16	ERTP 671 (*1)	23
CSIE 625	16		
<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>32</b>	<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>23</b>
<b>Total Year 1</b> <b>Totaal Jaar 1</b>	<b>80</b>	<b>Total Year 2</b> <b>Totaal Jaar 2</b>	<b>46</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

**Important note:**

CSIE 611 is a prerequisite for CSIE 624 and CSIE 625

**Let wel:**

CSIE 611 is 'n voorvereiste vir CSIE 624 en CSIE 625

**PROGRAMME / PROGRAM:** Computer Applications Technology Education /  
*Rekenaartoeëpassingstegnologie-Onderwys*

**Code:** 4BG L01 O601P / **Kode:** 4BG L01 O601P

**Campus / Kampus:** Potchefstroom

**Method of delivery / Metode van aflewering:** Full time & Part time / *Voltyds & Deelyds*

### **Programme specific admission requirements**

Learners who want to register for the programme in Computer Applications Technology Education must already be in possession of:

Bachelor of Education degree with Computer Science or Computer Applications Technology as major subject, OR an appropriate Bachelor degree with subject content relevant to Computer Applications Technology on SAQA level 7, together with a Post-Graduate Certificate in Education, or an Advanced Diploma in Teaching (NQF 7), or an equivalent professional teaching qualification with specialisation in CAT.

### **Programspesifieke toelatingsvereistes**

*Leëders wat vir die program in Rekenaartoeëpassingstegnologie-onderwys wil registreer, moet reëds in besit wees van:*

*'n Baccalaureus Educationisgraad met Rekenaarwetenskap of Rekenaartoeëpassingstegnologie (RTT) as hoofvak. OF 'n toepaslike Baccalaureus graad met vakinhoud relevant aan RTT op SAQA vlak 7, te same met 'n nagraadse kwalifikasie in onderwys, of 'n gevorderde diploma in onderwys (NQF 7), of 'n ekwivalente professionele onderwyskwalifikasie met spesialisering in RTT.*

### **Programme Structure / Programstruktuur**

#### **FULL TIME / VOLTYDS**

<b>Year 1 / Jaar 1</b>	
<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
TLAS 612	16
CUDE 611	16
CSIE 612	16
<b>Total 1<sup>st</sup> semester / Totaal 1<sup>ste</sup> semester</b>	<b>71</b>
<b>Year 1 / Jaar 1</b>	
<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
CSIE 624	16
CSIE 626	16
<b>Total 2<sup>nd</sup> semester / Totaal 2<sup>de</sup> semester</b>	<b>55</b>
<b>Total Year 1 / Totaal Jaar 1</b>	<b>126</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

## PART TIME / DEELTYDS

Year 1 / Jaar 1		Year 2 / Jaar 2	
First semester / Eerste semester		First semester / Eerste semester	
Module code / Module kode	Cr / Kr	Module code / Module kode	Cr / Kr
CUDE 611	16	ERTP 671 (*1)	23
TLAS 612	16		
CSIE 612	16		
<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>48</b>	<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>23</b>
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester / Tweede semester		Second semester / Tweede semester	
Module code / Module kode	Cr / Kr	Module code / Module kode	Cr / Kr
CSIE 624	16	ERTP 671 (*1)	23
CSIE 626	16		
<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>32</b>	<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>23</b>
<b>Total Year 1</b> <b>Totaal Jaar 1</b>	<b>80</b>	<b>Total Year 2</b> <b>Totaal Jaar 2</b>	<b>46</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

### Important Note:

CSIE 612 is a prerequisite for CSIE 624 and CSIE 626

### Let wel:

CSIE 612 is 'n voorvereiste vir CSIE 624 en CSIE 626

**PROGRAMME / PROGRAM:** Curriculum Studies / Kurrikulumstudies

**Code:** 4ED L01 O601P / **Kode:** 4ED L01 O601P

(Full time & Part time / Voltyds & Deeltyds)

**Code:** 4EC L01 O601P / **Kode:** 4EC L01 O601P

(UODL / EOAL)

**Campus / Kampus:** Mafikeng / Potchefstroom / Vaal

**Method of delivery / Metode van aflewering:**

Full time / Part time / UODL / Voltyds / Deeltyds / EOAL

**Faculty Specific Rules for Programme**

See EDU.1.2.1– Admission Requirements

**Fakulteitspesifieke toelatingsvereistes**

Kyk EDU.1.2.1 – Toelatingsvereistes

**Programme Structure / Programstruktuur**

**FULL TIME / VOLTYDS**

<b>Year 1 / Jaar 1</b>	
<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
CUDE 611	16
CLIN 611	16
TLAS 612	16
<b>Choose one: / Kies een van:</b>	
ISCS 611 (Elective / Keusemodule)	8
ELEA 611 (Elective / Keusemodule)	8
<b>Total 1<sup>st</sup> semester / Totaal 1<sup>ste</sup> semester</b>	<b>79</b>
<b>Year 1 / Jaar 1</b>	
<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
TSCU 621	16
<b>Choose one: / Kies een van:</b>	
INME 621 (Elective / Keusemodule)	8
SLAD 621 (Elective / Keusemodule)	8
<b>Total 2<sup>nd</sup> semester / Totaal 2<sup>de</sup> semester</b>	<b>47</b>
<b>Total Year 1 / Totaal Jaar 1</b>	<b>126</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

**PART TIME & UODL / DEELTYDS & EOAL**

Year 1 / Jaar 1		Year 2 / Jaar 2	
First semester / Eerste semester		First semester / Eerste semester	
Module code / Module kode	Cr / Kr	Module code / Module kode	Cr / Kr
TLAS 612	16	ERTP 671 (*1)	23
CUDE 611	16	<b>Choose one: / Kies een van:</b>	
CLIN 611	16	ISCS 611 (Elective / Keusemodule)	8
		ELEA 611 (Elective / Keusemodule)	8
<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>48</b>	<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>31</b>
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester / Tweede semester		Second semester / Tweede semester	
Module code / Module kode	Cr / Kr	Module code / Module kode	Cr / Kr
TSCU 621	16	ERTP 671 (*1)	23
<b>Choose one: / Kies een van:</b>			
INME 621 (Elective / Keusemodule)	8		
SLAD 621 (Elective / Keusemodule)	8		
<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>24</b>	<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>23</b>
<b>Total Year 1</b> <b>Totaal Jaar 1</b>	<b>72</b>	<b>Total Year 2</b> <b>Totaal Jaar 2</b>	<b>54</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

**Important Note:**

ISCS 611 is not offered for contact students

INME 621 is not offered for contact and distance students

**Let wel:**

ISCS 611 nie aangebied vir kontakstudente

INME 621 nie aangebied vir kontak en afstandstudente

**PROGRAMME / PROGRAM:** Educational Management and Leadership /  
Onderwysbestuur en -Leierskap

**Code:** 4EW L01 O601P / **Kode:** 4EW L01 O601P

(Full time and Part time / Voltyds en Deeltyds)

**Code:** 4EX L01 O601P / **Kode:** 4EX L01 O601P

(UODL / EOAL)

**Campus / Kampus:** Potchefstroom / Vaal / Mafikeng

**Method of delivery / Metode van aflewering:**

Full time / Part time / UODL / Voltyds / Deeltyds / EOAL

**Faculty Specific Rules for Programme**

See EDU.1.2.1 – Admission Requirements

**Fakulteitspesifieke toelatingsvereistes**

Kyk EDU.1.2.1 – Toelatingsvereistes

**Programme Structure / Programstruktuur**

**FULL TIME / VOLTYDS**

<b>Year 1 / Jaar 1</b>	
<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
EMLO 611	16
ONWR 611	16
<b>Total 1<sup>st</sup> semester / Totaal 1<sup>ste</sup> semester</b>	<b>55</b>
<b>Year 1 / Jaar 1</b>	
<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
VGLO 624	16
<b>Chose two of the following modules in accordance with the ERTP 671 research focus</b> <b>Kies twee van die volgende modules in ooreenstemming met die ERTP 671-navorsingsfokus</b>	
ONWB 624 (Elective / Keusemodule)	16
ONWB 625 (Elective / Keusemodule)	16
ONWR 624 (Elective / Keusemodule)	16
ONWR 625 (Elective / Keusemodule)	16
VGLO 622 (Elective / Keusemodule)	16
VGLO 623 (Elective / Keusemodule)	16
<b>Total 2<sup>nd</sup> semester / Totaal 2<sup>de</sup> semester</b>	<b>71</b>
<b>Total Year 1 / Totaal Jaar 1</b>	<b>126</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

**PART TIME & UODL / DEELTYDS & EOAL**

Year 1 / Jaar 1		Year 2 / Jaar 2	
First semester / Eerste semester		First semester / Eerste semester	
Module code / Module kode	Cr / Kr	Module code / Module kode	Cr / Kr
EMLO 611	16	ERTP 671 (*1)	23
ONWR 611	16		
<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>32</b>	<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>23</b>
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester / Tweede semester		Second semester / Tweede semester	
Module code / Module kode	Cr / Kr	Module code / Module kode	Cr / Kr
VGLO 624	16	ERTP 671 (*1)	23
<b>Choose two of the following modules in accordance with the E RTP 671 research focus</b> <b>Kies twee van die volgende modules in ooreenstemming met die E RTP 671-navorsingsfokus</b>			
ONWB 624 (Elective / Keusemodule)	16		
ONWB 625 (Elective / Keusemodule)	16		
ONWR 624 (Elective /Keusemodule)	16		
ONWR 625 (Elective /Keusemodule)	16		
VGLO 622 (Elective / Keusemodule)	16		
VGLO 623 (Elective / Keusemodule)	16		
<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>48</b>	<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>23</b>
<b>Total Year 1</b> <b>Totaal Jaar 1</b>	<b>80</b>	<b>Total Year 2</b> <b>Totaal Jaar 2</b>	<b>46</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

**PROGRAMME / PROGRAM:** Educational Psychology / *Opvoedkundige Sielkunde*

**Code:** 4EF L01 O601P / **Kode:** 4EF L01 O601P (Full time / *Voltyds*)

**Campus / Kampus:** Potchefstroom

**Method of delivery / Metode van aflewering:** Full time / *Voltyds*

**Important note:** This programme is **only** offered **full-time**.

**Programme specific admission requirements**

Learners who wish to follow the curriculum in Educational Psychology

- applications are subject to screening and should have passed Psychology at third year undergraduate level, and
- must register with the Health Professions Council of South Africa (HPCSA) as a student registered counselor, before the student can begin with the 720 hours practical training. The registration thus has additional financial implications. The annual registration fee amount is available on the HPCSA website.

**Let wel:** Hierdie program word **slegs voltyds** aangebied.

**Programspesifieke toelatingsvereistes**

*Leeders wat vir die kurrikulum in Opvoedkundige Sielkunde wil registreer*

- *aansoeke is onderhewig aan keuring en moes reeds Psigologie op graadvlak 3 voltooi het en*
- *moet by die Suid-Afrikaanse Raad vir Gesondheidsberoepes (HPCSA) as student geregistreerde berader registreer, alvorens die student met die praktiese komponent van die kursus, bestaande uit 720 ure, kan begin. Daar is dus ekstra finansiële implikasies aan die kursus verbonde. Jaarlikse registrasiefoeie is beskikbaar op die HPCSA webblad.*

**Programme Structure / Programstruktuur**

**FULL TIME / VOLTYDS**

<b>Year 1 / Jaar 1</b>	
<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
EPSY 611	16
EPSY 612	16
EPSY 614	16
<b>Total 1<sup>st</sup> semester / Totaal 1<sup>ste</sup> semester</b>	<b>71</b>
<b>Year 1 / Jaar 1</b>	
<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
EPSY 622	16
EPSY 623	20
EPSY 624	20
<b>Total 2<sup>nd</sup> semester / Totaal 2<sup>de</sup> semester</b>	<b>79</b>
<b>Total Year 1 / Totaal Jaar 1</b>	<b>150</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters



**PROGRAMME / PROGRAM:** English Language Education

**Code:** 4EG L01 O601P / **Kode:** 4EG L01 O601P (Full time / Voltyds)

**Campus / Kampus:** Potchefstroom

**Method of delivery / Metode van aflewering:**

Full time / Part time / Voltyds / Deeltyds

**Important note:** This programme is **only offered in English**

**Programme specific admission requirements**

For learners who wish to register for the curriculum in English

Language Teaching

- BEd degree with either English at third year undergraduate level; or
- BA degree with English at third year undergraduate level and a PGCE or equivalent professional qualification;
- All candidates must have an appropriate command of (academic) language skills. Standardised tests may be required for this purpose.

**Programme Structure / Programstruktuur**

**FULL TIME / VOLTYDS**

<b>Year 1 / Jaar 1</b>	
<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
LTCA 671 (*2)	12
ENLG 679 (*2)	12
LTLL 611	16
<b>Total 1<sup>st</sup> semester / Totaal 1<sup>ste</sup> semester</b>	<b>63</b>
<b>Year 1 / Jaar 1</b>	
<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
LTFR 621	16
LTCA 671 (*2)	12
ENLG 679 (*2)	12
<b>Total 2<sup>nd</sup> semester / Totaal 2<sup>de</sup> semester</b>	<b>63</b>
<b>Total Year 1 / Totaal Jaar 1</b>	<b>126</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

(\*2) 24-credit module presented across both semesters / (\*2) 24-Krediet module wat aangebied word oor twee semesters

**PART TIME / DEELTYDS**

<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>First semester / Eerste semester</b>		<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ENLG 679 (*2)	12	ERTP 671 (*1)	23
LTCA 671 (*2)	12	LTLL 611	16
<b>Total 1<sup>st</sup> semester</b>		<b>Total 1<sup>st</sup> semester</b>	
<b>Totaal 1<sup>ste</sup> semester</b>	<b>24</b>	<b>Totaal 1<sup>ste</sup> semester</b>	<b>39</b>
<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>Second semester / Tweede semester</b>		<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ENLG 679 (*2)	12	RSPR 671 (*1)	23
LTCA 671 (*2)	12	LTFR 621 (*2)	16
<b>Total 2<sup>nd</sup> semester</b>		<b>Total 2<sup>nd</sup> semester</b>	
<b>Totaal 2<sup>de</sup> semester</b>	<b>24</b>	<b>Totaal 2<sup>de</sup> semester</b>	<b>39</b>
<b>Total Year 1</b>		<b>Total Year 2</b>	
<b>Totaal Jaar 1</b>	<b>48</b>	<b>Totaal Jaar 2</b>	<b>78</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

(\*2) 24-credit module presented across both semesters / (\*2) 24-Krediet module wat aangebied word oor twee semesters

**PROGRAMME / PROGRAM:** Geography Education / *Geografie-Onderwys*

**Code:** 4EH L01 O601P / **Kode:** 4EH L01 O601P

(Full time / Part time / *Voltyds / Deeltyds*)

**Campus / Kampus:** Potchefstroom

**Method of delivery / Metode van aflewering:**

Full time / Part time / *Voltyds / Deeltyds*

### **Programme specific admission requirements**

The programme offered for full-time students is offered by the Faculty of Education in combination with the Faculty of Natural Sciences. The modules OMBO 613 and OMBE 621 are offered at the School of Environmental Sciences and Development of the Faculty of Natural Sciences and students must therefore adhere to timetable needs of both faculties.

OMBO 614\*\* refers to the module, *Advanced Geographical Information Systems (GIS)* that is for those students who have already completed the semester module, *Introduction to Geographical Information Systems (GIS)*.

### **Programspesifieke toelatingsvereistes**

*Hierdie program vir voltydse studente word deur die Fakulteit Opvoedkunde in samewerking met die Fakulteit Natuurwetenskappe aangebied. Die modules OMBO 613 en OMBE 621 word deur die Skool van Omgewingswetenskappe en Ontwikkeling van die Fakulteit Natuurwetenskappe aangebied en studente moet dus gehoor gee aan roosterbehoefes van beide fakulteite. Hierdie modules (OMBO 613 en OMBE 621) word slegs opkampus aangebied (voltyds en deeltyds).*

*OMBO 614\*\* verwys na die module, *Gevorderde Geografiese Inligtingstelsels (GIS)*, hierdie module is vir die studente wat alreeds die semester module, *Inleiding tot Geografiese Inligtingstelsels (GIS)*.*

### **Programme Structure / Programstruktuur**

#### **FULL TIME / VOLTYDS**

<b>Year 1 / Jaar 1</b>	
<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
EDTM 616	16
OMBO 613 / OMBO 614* or CUDE 611	16
<b>Total 1<sup>st</sup> semester / Totaal 1<sup>ste</sup> semester</b>	<b>55</b>
<b>Year 1 / Jaar 1</b>	
<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
GEOE 621	16
GEOE 622	16
* OMBE 621 or TSCU 621	16
<b>Total 2<sup>nd</sup> semester / Totaal 2<sup>de</sup> semester</b>	<b>71</b>
<b>Total Year 1 / Totaal Jaar 1</b>	<b>126</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semester

**PART TIME / DEELTYDS**

<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>First semester / Eerste semester</b>		<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
CUDE 611	16	ERTP 671 (*1)	23
EDTM 616	16		
<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>32</b>	<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>23</b>
<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>Second semester / Tweede semester</b>		<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
GEOE 621	16	ERTP 671 (*1)	23
GEOE 622	16		
TSCU 621	16		
<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>48</b>	<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>23</b>
<b>Total Year 1</b> <b>Totaal Jaar 1</b>	<b>80</b>	<b>Total Year 2</b> <b>Totaal Jaar 2</b>	<b>46</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

**PROGRAMME / PROGRAM:** Environmental Education / *Omgewings Opvoeding*

**Code:** 4ET L01 O601P / **Kode:** 4ET L01 O601P

(Full time / Part time / *Voltyds / Deeltyds*)

**Campus / Kampus:** Potchefstroom

**Method of delivery / Metode van aflewering:**

Full time / Part time / *Voltyds / Deeltyds*

**Faculty Specific Rules for Programme**

See EDU.1.2.1 – Admission Requirements

**Fakulteitspesifieke toelatingsvereistes**

Kyk EDU.1.2.1 – Toelatingsvereistes

**Programme Structure / Programstruktuur**

**FULL TIME / VOLTYDS**

<b>Year 1 / Jaar 1</b>	
<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
CUDE 611	16
EESD 611	16
<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>55</b>
<b>Year 1 / Jaar 1</b>	
<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
EESD 621	16
EESD 622	16
EESD 623	16
<b>Total 2<sup>nd</sup> semester / Totaal 2<sup>de</sup> semester</b>	<b>71</b>
<b>Total Year 1 / Totaal Jaar 1</b>	<b>126</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

**PART TIME / DEELTYDS**

<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>First semester / Eerste semester</b>		<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
EESD 611	16	ERTP 671 (*1)	23
CUDE 611	16		
<b>Total 1<sup>st</sup> semester</b>		<b>Total 1<sup>st</sup> semester</b>	
<b>Totaal 1<sup>ste</sup> semester</b>	<b>32</b>	<b>Totaal 1<sup>ste</sup> semester</b>	<b>23</b>
<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>Second semester / Tweede semester</b>		<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
EESD 621	16	ERTP 671 (*1)	23
EESD 622	16	EESD 623	16
<b>Total 2<sup>nd</sup> semester</b>		<b>Total 2<sup>nd</sup> semester</b>	
<b>Totaal 2<sup>de</sup> semester</b>	<b>32</b>	<b>Totaal 2<sup>de</sup> semester</b>	<b>39</b>
<b>Total Year 1</b>		<b>Total Year 2</b>	
<b>Totaal Jaar 1</b>	<b>64</b>	<b>Totaal Jaar 2</b>	<b>62</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

**PROGRAMME / PROGRAM:** History Education / Geskiedenisonderwys

**Code:** 4BF L01 O602P / **Kode:** 4BF L01 O602P

(Full time / Part time / Voltyds / Deeltyds)

**Campus / Kampus:** Potchefstroom

**Method of delivery / Metode van aflewering:**

Full time / Part time / Voltyds / Deeltyds

**Programme specific admission requirements**

See EDU.1.2.1 – Admission Requirements

**Programspesifieke toelatingsvereistes**

Kyk EDU.1.2.1 – Toelatingsvereistes

**Programme Structure / Programstruktuur**

**FULL TIME / VOLTYDS**

<b>Year 1 / Jaar 1</b>	
<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
CUDE 611	16
HISE 611	16
<b>Total 1<sup>st</sup> semester / Totaal 1<sup>ste</sup> semester</b>	<b>55</b>
<b>Year 1 / Jaar 1</b>	
<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
HISE 621	16
HISE 622	8
HIST 621 or / of HIST 622 or / of HIST 627 or / of HISS621 or / of HISS 622 or / of HISS 623	24
<b>Total 2<sup>nd</sup> semester / Totaal 2<sup>de</sup> semester</b>	<b>71</b>
<b>Total Year 1 / Totaal Jaar 1</b>	<b>126</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

**PART TIME / DEELTYDS**

<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>First semester / Eerste semester</b>		<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
HISE 611	16	ERTP 671	23
CUDE 611	16		
<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>32</b>	<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>23</b>
<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>Second semester / Tweede semester</b>		<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
HISE 621	16	ERTP 671	23
HIST 621 or / of HIST 622 or / of HIST 627 or / of HISS621 or / of HISS 622 or / of HISS 623	24	HISE 622	8
<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>40</b>	<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>31</b>
<b>Total Year 1</b> <b>Totaal Jaar 1</b>	<b>72</b>	<b>Total Year 2</b> <b>Totaal Jaar 2</b>	<b>54</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters



**PROGRAMME / PROGRAM:** Special Needs Education / *Onderwys vir Spesiale Behoeftes*

**Code:** 4EQ L01 O601P / **Kode:** 4EQ L01 O601P

(Full time and Part time / *Voltyds en Deeltyds*)

**Code:** 4ES L01 O601P / **Kode:** 4ES L01 O601P

(UODL / *EOAL*)

**Campus / Kampus:** Potchefstroom / Vaal / Mahikeng

**Method of delivery / Metode van aflewering:**

Full time / Part time / UODL / *Voltyds / Deeltyds / EOAL*

**Faculty Specific Rules for Programme**

See EDU.1.2.1 – Admission Requirements

**Fakulteitspesifieke toelatingsvereistes**

*Kyk EDU.1.2.1 – Toelatingsvereistes*

**Programme Structure / Programstruktuur**

**FULL TIME / VOLTYDS**

<b>Year 1 / Jaar 1</b>	
<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
CEPS 612	8
IELS 671	16
APLS 674	16
<b>Total 1<sup>st</sup> semester / Totaal 1<sup>ste</sup> semester</b>	<b>63</b>
<b>Year 1 / Jaar 1</b>	
<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
FLCE 621	8
IELS 671	16
APLS 674	16
<b>Total 2<sup>nd</sup> semester / Totaal 2<sup>de</sup> semester</b>	<b>63</b>
<b>Total Year 1 / Totaal Jaar 1</b>	<b>126</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

**PART TIME & UODL / DEELTYDS & EOAL**

<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>First semester / Eerste semester</b>		<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
IELS 671	16	ERTP 671 (*1)	23
CEPS 612	8	APLS 674	16
<b>Total 1<sup>st</sup> semester</b>		<b>Total 1<sup>st</sup> semester</b>	
<b>Totaal 1<sup>ste</sup> semester</b>	<b>24</b>	<b>Totaal 1<sup>ste</sup> semester</b>	<b>39</b>
<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>Second semester / Tweede semester</b>		<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
IELS 671	16	ERTP 671 (*1)	23
FLCE 621	8	APLS 674	16
<b>Total 2<sup>nd</sup> semester</b>		<b>Total 2<sup>nd</sup> semester</b>	
<b>Totaal 2<sup>de</sup> semester</b>	<b>24</b>	<b>Totaal 2<sup>de</sup> semester</b>	<b>39</b>
<b>Total Year 1</b>		<b>Total Year 2</b>	
<b>Totaal Jaar 1</b>	<b>48</b>	<b>Totaal Jaar 2</b>	<b>78</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

**PROGRAMME / PROGRAM:** Life Sciences Education / Lewenswetenskappe-  
Onderwys

**Code:** 4EK L01 O601P / **Kode:** 4EK L01 O601P

(Full time / Part time / Voltyds / Deeltyds)

**Campus / Kampus:** Potchefstroom

**Method of delivery / Metode van aflewering:**

Full time / Part time / Voltyds / Deeltyds

**Programme specific admission requirements**

This programme is offered by the Faculty of Education in combination with the Faculty of Natural Sciences. The module OMSB 611 is offered at the School of Environmental Sciences and Development of the Faculty of Natural Sciences and students must therefore adhere to timetable needs of both faculties.

- a B.Ed. degree with Life Sciences at third year undergraduate level or
- any other Bachelor's degree Botany 3 and Zoology 1 **OR**, Botany 1 and Zoology 3 **OR** Botany 2 and Zoology 2 as well as a PGCE or equivalent professional qualification

**Programspesifieke toelatingsvereistes**

*Hierdie program word deur die Fakulteit Opvoedkunde in samewerking met die Fakulteit Natuurwetenskappe aangebied. Die module OMSB 611 die Skool van Omgewingswetenskappe en Ontwikkeling van die Fakulteit Natuurwetenskappe aangebied en studente moet dus gehoor gee aan roosterbehoefes van beide fakulteite.*

- 'n BEd-graad met Lewenswetenskappe tot op derdejaarsvlak of
- 'n B-graad met Plantkunde 3 en Dierkunde 1 **OF** Plantkunde 1 en Dierkunde 3 **OF** Plantkunde 2 en Dierkunde 2 sowel as 'n NGOS of ekwivalente professionele kwalifikasie

**Programme Structure / Programstruktuur**

**FULL TIME / VOLTYDS**

<b>Year 1 / Jaar 1</b>	
<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
TLAS 612	16
CUDE 611	16
OMSB 611	16
<b>Total 1<sup>st</sup> semester / Totaal 1<sup>ste</sup> semester</b>	<b>71</b>
<b>Year 1 / Jaar 1</b>	
<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
LIFE 621	16
LIFE 622	16
<b>Total 2<sup>nd</sup> semester / Totaal 2<sup>de</sup> semester</b>	<b>55</b>
<b>Total Year 1 / Totaal Jaar 1</b>	<b>126</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

**PART TIME / DEELTYDS**

<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>First semester / Eerste semester</b>		<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
CUDE 611	16	ERTP 671 (*1)	23
TLAS 612	16		
OMSB 611	16		
<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>48</b>	<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>23</b>
<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>Second semester / Tweede semester</b>		<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
LIFE 621	16	ERTP 671 (*1)	23
LIFE 622	16		
<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>32</b>	<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>23</b>
<b>Total Year 1</b> <b>Totaal Jaar 1</b>	<b>80</b>	<b>Total Year 2</b> <b>Totaal Jaar 2</b>	<b>46</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

**PROGRAMME / PROGRAM:** Life Orientation / *Lewensoriëntering*

**Code:** 4EU L01 O601P / **Kode:** 4EU L01 O601P

(Full time and Part time / *Voltyds en Deeltyds*)

**Code:** 4EV L01 O601P / **Kode:** 4EV L01 O601P (UODL / *EOAL*)

**Campus / Kampus:** Potchefstroom

**Method of delivery / Metode van aflewering:**

Full time / Part time / UODL / *Voltyds / Deeltyds / EOAL*

**Faculty Specific Rules for Programme**

See EDU.1.2.1 – Admission Requirements

***Fakulteitspesifieke toelatingsvereistes***

*Kyk EDU.1.2.1 – Toelatingsvereistes*

**Programme Structure / Programstruktuur**

**FULL TIME / VOLTYDS**

<b>Year 1 / Jaar 1</b>	
<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
LOHO 671	16
LOHO 611	16
<b>Total 1<sup>st</sup> semester / Totaal 1<sup>ste</sup> semester</b>	<b>55</b>
<b>Year 1 / Jaar 1</b>	
<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
LOHO 671	16
LOHO 621	16
LOHO 622	16
<b>Total 2<sup>nd</sup> semester / Totaal 2<sup>de</sup> semester</b>	<b>71</b>
<b>Total Year 1 / Totaal Jaar 1</b>	<b>126</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

**PART TIME & UODL / DEELTYDS & EOAL**

<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>First semester / Eerste semester</b>		<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
LOHO 611	16	ERTP 671 (*1)	23
LOHO 671 *	16		
<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>32</b>	<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>23</b>
<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>Second semester / Tweede semester</b>		<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
LOHO 671 *	16	ERTP 671 (*1)	23
LOHO 621	16	LOHO 622	16
<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>32</b>	<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>39</b>
<b>Total Year 1</b> <b>Totaal Jaar 1</b>	<b>64</b>	<b>Total Year 2</b> <b>Totaal Jaar 2</b>	<b>62</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

**PROGRAMME / PROGRAM:** Mathematics Education / *Wiskunde-Onderwys*

**Code:** 4EM L01 O601P / **Kode:** 4EM L01 O601P

(Full time and Part time / *Voltyds en Deeltyds*)

**Code:** 4EL L01 O601P / **Kode:** 4EL L01 O601P

(UODL / *EOAL*)

**Campus / Kampus:** Potchefstroom / Mafikeng

**Method of delivery / Metode van aflewering:**

Full time / Part time / UODL / *Voltyds / Deeltyds / EOAL*

### Programme specific admission requirements

Learners who wish to enroll for the programme in Mathematics Education have to have completed higher education study in Mathematics at least, a first-year university level or second-year teacher college level.

### Programspesifieke toelatingsvereistes

*Leeders wat vir Wiskunde-Onderwys wil registreer moes reeds hoëronderwysstudie in Wiskunde voltooi het op minstens eerstejaarsvlak aan 'n universteit of tweedejaarsvlak aan 'n onderwyskollege.*

### Programme Structure / Programstruktuur

#### FULL TIME / VOLTYDS

Year 1 / Jaar 1	
First semester / Eerste semester	
Module code / Module kode	Cr / Kr
ERTP 671 (*1)	23
CUDE 611	16
MATD 611	16
MATE 671 (*1)	16
<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>71</b>
Year 1 / Jaar 1	
Second semester / Tweede semester	
Module code / Module kode	Cr / Kr
ERTP 671 (*1)	23
MATD 622	16
MATE 671 (*1)	16
<b>Total 2<sup>nd</sup> semester / Totaal 2<sup>de</sup> semester</b>	<b>55</b>
<b>Total Year 1 / Totaal Jaar 1</b>	<b>126</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

**PART TIME & UODL / DEELTYDS & EOAL**

<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>First semester / Eerste semester</b>		<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
CUDE 611	16	ERTP 671 (*1)	23
MATD 611	16	MATE 671 (*1)	16
<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>32</b>	<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>39</b>
<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>Second semester / Tweede semester</b>		<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
MATD 622	16	ERTP 671 (*1)	23
		MATE 671 (*1)	16
<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>16</b>	<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>39</b>
<b>Total Year 1</b> <b>Totaal Jaar 1</b>	<b>48</b>	<b>Total Year 2</b> <b>Totaal Jaar 2</b>	<b>78</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters



**PROGRAMME / PROGRAM:** Physical Education / *Liggaamlike Opvoeding*

**Code:** 4EN L01 O601P / **Kode:** 4EN L01 O601P

(Full time and Part time / *Voltyds en Deelyds*)

**Campus / Kampus:** Potchefstroom

**Method of delivery / Metode van aflewering:**

Full time / Part time / *Voltyds / Deelyds*

### **Programme specific admission requirements**

Human Movement Sciences at **third year** undergraduate level is a strong recommendation for learners who want to register for the programme in Movement Education.

### **Programspesifieke toelatingsvereistes**

*Vir leerders wat vir die kurrikulum in Bewegingsonderwys wil registreer is Menslike Bewegingskunde op universiteitsgraadvlak 3, 'n Sterk aanbeveling.*

### **Programme Structure / Programstruktuur**

#### **FULL TIME / VOLTYDS**

<b>Year 1 / Jaar 1</b>	
<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
BWOS 611	16
BWOS 612	16
<b>Total 1<sup>st</sup> semester / Totaal 1<sup>ste</sup> semester</b>	<b>55</b>
<b>Year 1 / Jaar 1</b>	
<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
BWOS 621	16
BWOS 623	16
BWOS 624	16
<b>Total 2<sup>nd</sup> semester / Totaal 2<sup>de</sup> semester</b>	<b>71</b>
<b>Total Year 1 / Totaal Jaar 1</b>	<b>126</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

**PART TIME / DEELTYDS**

<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>First semester / Eerste semester</b>		<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
BWOS 611	16	ERTP 671 (*1)	23
BWOS 612	16		
<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>32</b>	<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>23</b>
<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>Second semester / Tweede semester</b>		<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
BWOS 621	16	ERTP 671 (*1)	23
BWOS 623	16	BWOS 624	16
<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>32</b>	<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>39</b>
<b>Total Year 1</b> <b>Totaal Jaar 1</b>	<b>64</b>	<b>Total Year 2</b> <b>Totaal Jaar 2</b>	<b>62</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

**PROGRAMME / PROGRAM:** Physical Science Education / Fisiesewetenskaponderwys

**Code:** 4EP L01 O601P / **Kode:** 4EP L01 O601P

(Full time and Part time / Voltyds en Deeltyds)

**Campus / Kampus:** Potchefstroom

**Method of delivery / Metode van aflewering:**

Full time / Part time / Voltyds / Deeltyds

**Programme specific admission requirements**

Learners who wish to register for the programme in physical sciences education should be in possession of

- a Bachelor of Education (BEd) degree with physical sciences (chemistry and physics) at third year level and an average of at least 60% for all modules included in the degree; or
- a Baccalaureus Scientiae (BSc) degree or equivalent first degree with chemistry and physics – one of which should be at least on second year level. Additionally, learners should have an average of at least 60% for the Postgraduate Certificate in Education (PGCE) or an equivalent education qualification.

**Programspesifieke toelatingsvereistes**

*Leerders wat wil registreer vir die program in fisiese wetenskappe onderwys moet reeds een van die volgende kwalifikasies of kombinasies van kwalifikasies verwerf het:*

- 'n Baccalaureus Educationis (BEd) graad met fisiese wetenskappe (chemie en fisika) op derdejaarsvlak en 'n gemiddeld van ten minste 60% vir alle modules binne die graad; of
- 'n Baccalaureus Scientiae (BSc) graad of ekwivalente eerste graad met chemie en fisika – een ten minste tot op tweedejaarsvlak. Verder moet die leerders 'n gemiddeld van ten minste 60% vir alle modules in die Nagraadse Gevorderde Onderwyscertifikaat (NGOS) of 'n gelykwaardige onderwyskwalifikasie behaal het.

**Programme Structure / Programstruktuur**

**FULL TIME / VOLTYDS**

Year 1 / Jaar 1	
First semester / Eerste semester	
Module code / Module kode	Cr / Kr
ERTP 671 (*1)	23
TLAS 612	16
CUDE 611	16
PHSE 611	8
PHSE 612	8
<b>Total 1<sup>st</sup> semester / Totaal 1<sup>ste</sup> semester</b>	<b>71</b>
Year 1 / Jaar 1	
Second semester / Tweede semester	
Module code / Module kode	Cr / Kr
ERTP 671 (*1)	23
PHSE 621	16
PHSE 622	16
<b>Total 2<sup>nd</sup> semester / Totaal 2<sup>de</sup> semester</b>	<b>55</b>
<b>Total Year 1 / Totaal Jaar 1</b>	<b>126</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

**PART TIME / DEELTYDS**

<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>First semester / Eerste semester</b>		<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
CUDE 611	16	ERTP 671 (*1)	23
TLAS 612	16	PHSE 611	8
PHSE 612	8		
<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>40</b>	<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>31</b>
<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>Second semester / Tweede semester</b>		<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
PHSE 621	16	ERTP 671 (*1)	23
PHSE 622	16		
<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>32</b>	<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>23</b>
<b>Total Year 1</b> <b>Totaal Jaar 1</b>	<b>72</b>	<b>Total Year 2</b> <b>Totaal Jaar 2</b>	<b>54</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

**PROGRAMME / PROGRAM:** Technology Education / *Tegnologie-Onderwys*

**Code:** 4ER L01 O601P / **Kode:** 4ER L01 O601P

(Full time and Part time / *Voltyds en Deeltyds*)

**Campus / Kampus:** Potchefstroom

**Method of delivery / Metode van aflewering:**

Full time / Part time / *Voltyds / Deeltyds*

**Programme specific admission requirements**

See EDU.1.2.1 – Admission Requirements

**Programspesifieke toelatingsvereistes**

Kyk EDU.1.2.1 – Toelatingsvereistes

**Programme Structure / Programstruktuur**

**FULL TIME / VOLTYDS**

<b>Year 1 / Jaar 1</b>	
<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
CUDE 611	16
TLAS 612	16
TECE 611	16
<b>Total 1<sup>st</sup> semester / Totaal 1<sup>ste</sup> semester</b>	<b>71</b>
<b>Year 1 / Jaar 1</b>	
<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>
ERTP 671 (*1)	23
TECE 621	16
TECE 622	16
<b>Total 2<sup>nd</sup> semester / Totaal 2<sup>de</sup> semester</b>	<b>55</b>
<b>Total Year 1 / Totaal Jaar 1</b>	<b>126</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

**PART TIME / DEELTYDS**

<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>First semester / Eerste semester</b>		<b>First semester / Eerste semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
TLAS 612	16	ERTP 671 (*1)	23
CUDE 611	16		
TECE 611	16		
<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>48</b>	<b>Total 1<sup>st</sup> semester</b> <b>Totaal 1<sup>ste</sup> semester</b>	<b>23</b>
<b>Year 1 / Jaar 1</b>		<b>Year 2 / Jaar 2</b>	
<b>Second semester / Tweede semester</b>		<b>Second semester / Tweede semester</b>	
<b>Module code / Module kode</b>	<b>Cr / Kr</b>	<b>Module code / Module kode</b>	<b>Cr / Kr</b>
TECE 621	16	ERTP 671 (*1)	23
TECE 622	16		
<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>32</b>	<b>Total 2<sup>nd</sup> semester</b> <b>Totaal 2<sup>de</sup> semester</b>	<b>23</b>
<b>Total Year 1</b> <b>Totaal Jaar 1</b>	<b>80</b>	<b>Total Year 2</b> <b>Totaal Jaar 2</b>	<b>46</b>

(\*1) 46-credit module presented across both semesters / (\*1) 46-Krediet module wat aangebied word oor twee semesters

## EDU.3.6 MODULE OUTCOMES / MODULE-UITKOMSTE

<b>Module code / Module kode:</b> ERTP 671	<b>Semester 1 &amp; 2</b>	<b>46 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
<b>Title / Titel:</b> Educational Research Theory and Practice / <i>Opvoedkundige Navorsingsteorie en –praktijk</i>			
<b>Module outcomes / Module uitkomstes:</b>			
On completion of the module, the student should be able to demonstrate:			
<ul style="list-style-type: none"> <li>a coherent understanding of and engagement in a range of theories and ideas, critical understanding and application of concepts relevant to the current social science and educational research landscape;</li> <li>the ability to demarcate and evaluate knowledge critically in order to identify a researchable problem by considering appropriate research theories and a variety of educational contexts;</li> <li>an understanding of different methodological research approaches and an understanding of the complexities of selecting and applying different methodological research approaches ethically to unfamiliar problems within a variety of educational contexts;</li> <li>the ability to access, process and manage information, to critically review and apply information gathering, synthesis of data, evaluation and management processes, in order to ethically develop creative responses to problems and issues in a variety of educational contexts; and</li> <li>effectively communicate creative insights, rigorous interpretations and solutions for problems contributing to systematic and disciplined thinking about educational matters.</li> </ul>			
<i>Na voltooiing van die module behoort die student in staat te wees om die volgende te kan demonstreeer:</i>			
<ul style="list-style-type: none"> <li>'n samehangende begrip van en omgang met 'n verskeidenheid teorieë en idees, kritiese begrip en toepassing van begrippe wat relevant is vir die huidige sosiale wetenskap en opvoedkundige navorsingsveld;</li> <li>die vermoë om kennis krities af te baken en te evalueer ten einde 'n navorsingsprobleem te identifiseer deur gepaste navorsingsteorieë en 'n verskeidenheid opvoedkundige kontekste te oorweeg;</li> <li>begrip van verskillende metodologiese navorsingsbenaderings en begrip van die kompleksiteit van die selektering en die etiese toepassing van verskillende metodologiese navorsingsbenaderings op onbekende probleme in 'n verskeidenheid opvoedkundige kontekste;</li> <li>die vermoë om inligting te verkry, te verwerk en te bestuur, om op kritiese wyse data insameling te beskou en toe te pas, data te sintetiseer, te evalueer en bestuurs, om sodoende op etiese wyse kreatiewe response op probleme en kwessies in 'n verskeidenheid opvoedkundige kontekste te ontwikkel; en</li> <li>om op effektiewe wyse kreatiewe insigte, gestrenge interpretasies en oplossings vir probleme te kommunikeer wat bydra tot sistematiese en gedissiplineerde denke oor opvoedkundige aangeleenthede.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time/ UODL / <i>Voltyds / Deeltyds / EOAL</i>			
<b>Assessment modes / Assesseringsmetodes:</b>			
Project Report 100 % / <i>Projekverslag 100%</i>			
<b>Module code / Module kode:</b> AFLG 671	<b>Semester 1 &amp; 2</b>	<b>24 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
<b>Title / Titel:</b> Verpligte module van Skool in Tale (Hons. B.A.- keusemodule) * <i>Module offered through medium Afrikaans only</i>			
<b>Module outcomes / Module uitkomstes:</b>			
Na afloop van hierdie module behoort die student in staat wees			
<ul style="list-style-type: none"> <li>om oor die konsep tekskwaliteit te kan besin;</li> <li>om taalteorie en taalpraktyk te kan versoen;</li> <li>om sekondêre en primêre taalgebruiksbronne te kan identifiseer en gebruik;</li> <li>om selfstandig te kan redeneer oor normering as konsep in die taalkunde;</li> <li>om basiese teksredigering te doen;</li> <li>om hom/haar te kan verantwoord oor die geldigheid van 'n goedversorgde taaltteks al dan nie.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / <i>Voltyds / Deeltyds</i>			
<b>Assessment modes / Assesseringsmetodes:</b>			
Continuous Assessment 50 % / <i>Deurlopende assessering 50 %</i> Written Exam 50 % / <i>Skriftelike eksamen 50 %</i>			
<b>Module code / Module kode:</b> APLS 674	<b>Semester 1 &amp; 2</b>	<b>32 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
<b>Title / Titel:</b> Applied Learning Support / <i>Toegepaste Leerondersteuning</i>			
<b>Module outcomes / Module uitkomstes:</b>			
On completion of the module, students must be equipped with:			
<ul style="list-style-type: none"> <li>broad and in-depth knowledge and understanding of the diverse learning needs (barriers to learning) in a variety of contexts (school, classroom, home, community) that may require learning support, in terms of learning, emotional, social, and contextual support;</li> <li>a high level of competence to apply various support approaches and techniques in a variety of contexts (school, classroom, home, community);</li> <li>the skills to apply various support approaches and techniques to support learners who experience barriers to learning;</li> <li>integrated knowledge and skills to compile a support programme for a variety of learning needs or barriers that learners may experience;</li> <li>a high level of competence in applying specific support programmes;</li> <li>an appropriate professional attitude towards ethical principles that relate to the learning support of learners who experience barriers to learning.</li> </ul>			
<i>Ná voltooiing van die module behoort die studente toegerus te wees met:</i>			

- algemene en omvattende kennis en begrip van die uiteenlopende leerbehoefes (leerhindernisse) in 'n verskeidenheid kontekste (skool, klaskamer, huis, gemeenskap) wat leerondersteuning mag vereis in terme van leer-, emosionele, sosiale en kontekstuele ondersteuning;
- 'n hoë mate van bevoegdheid om verskeie ondersteuningsbenaderings en tegnieke in 'n verskeidenheid kontekste (skool, klaskamer, huis en gemeenskap) toe te pas;
- verskeie benaderings en tegnieke t.o.v. ondersteuning toe te pas om leerders met leerhindernisse te ondersteun;
- geïntegreerde kennis en vaardighede om 'n ondersteuningsprogram vir 'n verskeidenheid van leerbehoefes of hindernisse wat leerders mag ervaar daar te stel;
- 'n hoë vlak van bevoegdheid tydens die toepassing van spesifieke ondersteuningsprogramme;
- 'n toepaslike professionele gesindheid ten opsigte van etiese beginsels wat verband hou met leerondersteuning van leerders wat hindernisse tot leer ervaar.

**Method of delivery / Metode van aflewering:** Full-time / Part-time / Voltyds / Deeltyds

**Assessment modes / Asseseringsmetodes:**  
 Continuous Assessment 50 % / Deurlopende assessering 50 %  
 Written Exam 50 % / Skriftelike eksamen 50 %

<b>Module code / Module kode:</b> BWOS 611	<b>Semester 1</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
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**Title / Titel:** Exercise Science / Oefenkunde

**Module outcomes / Module uitkomstes:**

- On completion of the module, the student should be able to demonstrate:
- knowledge of and engagement in applied-applied exercise physiology and exercise sciences; an understanding of the theories, research methodologies, methods and techniques relevant to applied exercise physiology and exercise sciences; as well as an understanding of how to apply such knowledge in the Physical Education and sport coaching context;
  - an ability to interrogate multiple sources of knowledge in applied exercise physiology and exercise sciences, and to critically evaluate knowledge and processes of knowledge production pertaining to applied exercise physiology and exercise sciences;
  - an understanding of the complexities and uncertainties of selecting and applying appropriate exercises, movements, training programmes or techniques, such as performance development programs, including deficits and problems, within the discipline of applied exercise physiology and exercise sciences;
  - an ability to use a range of specialised skills to identify, analyse and address physical fitness deficits and problems within learners, drawing systematically on the body of knowledge and methods appropriate to the discipline of applied exercise physiology and exercise sciences;
  - an ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to the context of Physical Education and sport coaching, including physical fitness performance deficits and problems and the remediation there-of;
  - an ability to critically review information gathering, evaluation and management processes in the context of Physical Education and sport coaching, in order to develop creative responses to applied exercise physiology;
  - an ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to applied exercise physiology and sciences;
  - an ability to operate effectively within a school system, or manage a school system, such as a Physical Education remedial programme, based on an understanding of the roles and relationships between elements within the school system and physical development programme;
  - an ability to apply, in a self-critical manner, learning strategies which effectively address own professional and ongoing learning needs and the professional and ongoing learning needs of others;
  - an ability to take full responsibility for own work, learning, decision-making and use of resources, and full accountability for the decisions and actions of others, where appropriate.
- Na voltooiing van die module behoort die student in staat wees om aan te toon:*
- kennis van en betrokkenheid in oefenфизиologie en oefenkunde. Demonstreer ook begrip van teorieë, navorsingsmetodes en tegnieke relevant tot toegepaste oefenфизиologie en oefenkunde; asook begrip van hoe om sodanige kennis in die konteks van Liggaamlike Opvoeding en sportafgrigting toe te pas;
  - die vermoë om verskeie kennisbronne in toegepaste oefenфизиologie en oefenkunde te ondersoek en om kennis en kennisgenererende prosesse met betrekking tot toegepaste oefenфизиologie en oefenkunde krities te evalueer;
  - begrip van die kompleksiteit en onsekerhede van seleksie en toepassing van gepaste oefeninge, bewegings, inoefenprogramme of tegnieke, soos prestasie ontwikkelingsprogramme, na onbekende probleme soos fisieke agterstande en probleme, binne die dissipline van toegepaste oefenфизиologie en oefenkunde;
  - die vermoë om verskeie gespesialiseerde vaardighede te gebruik om fisieke fiksheid agterstande en probleme by leerders te identifiseer, te analiseer en aan te spreek deur sistematies gebruik te maak van 'n gepaste kennisbasis en toepaslike metodes vir die dissipline van toegepaste oefenфизиologie en oefenkunde;
  - die vermoë om etiese sake en die toepaslikheid van verskillende etiese waardesisteme binne die konteks van Liggaamlike Opvoeding en sportafgrigting, insluitend fisieke fiksheid en probleme en die remediëring daarvan, te identifiseer en aan te spreek by wyse van kritiese refleksie;
  - die vermoë om inligtingsinsamelingstegnieke, evaluering en bestuursprosesse in die konteks van Liggaamlike Opvoeding en sportafgrigting krities te ondersoek om sodoende kreatiewe response vir toegepaste oefenфизиologie en oefenkunde ontwikkel;
  - die vermoë om akademiese, professionele of beroepsidees en tekste effektief vir verskeie gehore aan te bied en te kommunikeer met kreatiewe insigte, akkurate interpretasies en oplossings vir probleme en vraagstukke relevant tot toegepaste oefenфизиologie en oefenkunde;



- die vermoë om effektief binne 'n skoolsisteem te funksioneer, of 'n skoolsisteem, soos 'n Liggaamlike Opvoeding program, te bestuur gebaseer op begrip van die rolle en verhoudings tussen die elemente binne die skool en fisieke ontwikkelingsprogram;
- die vermoë om leerstrategieë op 'n self-kritiese wyse toe te pas om eie professionele en voortdurende leerbehoefes aan te spreek, asook die professionele en voortdurende leerbehoefes van ander;
- die vermoë om volle verantwoordelikheid te neem vir eie werk, leer, besluitneming en gebruik van hulpbronne, asook volle toerekenbaarheid vir die besluite en handelinge van ander, waar toepaslik.

**Method of delivery / Metode van aflewering:** Full-time / Part-time / Voltyds / Deeltyds

**Assessment modes / Asseseringsmetodes:**

Continuous Assessment 50 % / Deurlopende assessering 50 %

Written Exam 50 % / Skriftelike eksamen 50 %

**Module code / Module kode:** BWOS 612

**Semester 1**

**16 Cr / Kr**

**NQF level / NKR-vlak: 8**

**Title / Titel:** Motor learning and development / *Motoriese leer en ontwikkeling*

**Module outcomes / Module uitkomstes:**

On completion of the module, the student should be able to demonstrate:

- knowledge of and engagement in applied gross and perceptual-motor learning and development; demonstrate an understanding of the theories, research methodologies, methods and techniques relevant to gross and perceptual motor learning and development; as well as an understanding of how to apply such knowledge in the Physical Education and sport coaching context;
- an ability to interrogate multiple sources of knowledge in gross and perceptual motor learning and development, and to critically evaluate knowledge and processes of knowledge production pertaining to gross and perceptual motor learning and development;
- an understanding of the complexities and uncertainties of selecting and applying appropriate exercises, movements, training programmes or techniques, such as remedial motor programmes, to unfamiliar problems, including motor deficits and problems, within the discipline of motor learning and development;
- an ability to use a range of specialised skills to identify, analyse and address motor deficits and problems within learners, drawing systematically on the body of knowledge and methods appropriate to the discipline of motor learning and development;
- an ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to the context of Physical Education and sport coaching, including motor deficits and problems and the remediation there-of;
- an ability to critically review information gathering, evaluation and management processes in the context of Physical Education and sport coaching, in order to develop creative responses to gross and perceptual motor problems;
- an ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to motor learning and development;
- an ability to operate effectively within a school system, or manage a school system, such as a Physical Education remedial programme, based on an understanding of the roles and relationships between elements within the school system and Physical Education remedial programme;
- an ability to apply, in a self-critical manner, learning strategies which effectively address own professional and ongoing learning needs and the professional and ongoing learning needs of others;
- an ability to take full responsibility for own work, learning, decision-making and use of resources, and full accountability for the decisions and actions of others, where appropriate.

*Na voltooiing van die module behoort die student in staat wees om aan te toon:*

- kennis van en betrokkenheid in groot- en perseptueel-motoriese leer en ontwikkeling. Demonstreer ook begrip van teorieë, navorsingsmetodes en tegnieke relevant tot groot- en perseptueel-motoriese leer en ontwikkeling; asook begrip van hoe om sodanige kennis in die konteks van Liggaamlike Opvoeding en sportafrigting toe te pas;
- die vermoë om verskeie kennisbronne in groot- en perseptueel-motoriese leer en ontwikkeling te ondersoek en om kennis en kennisgenererende prosesse met betrekking tot groot- en perseptueel-motoriese leer en -ontwikkeling krities te evalueer;
- begrip van die kompleksiteit en onsekerhede van seleksie en toepassing van gepaste oefeninge, bewegings, inoefenprogramme of tegnieke, soos remediërende motoriese programme, na onbekende probleme, insluitende motoriese agterstande en probleme, binne die dissipline van motoriese leer en ontwikkeling;
- die vermoë om verskeie gespesialiseerde vaardighede te gebruik om motoriese agterstande en probleme by leerders te identifiseer, te analiseer en aan te spreek deur sistematies gebruik te maak van 'n gepaste kennisbasis en toepaslike metodes vir die dissipline van motoriese leer en ontwikkeling;
- die vermoë om etiese sake en die toepaslikheid van verskillende etiese waardesisteme binne die konteks van Liggaamlike Opvoeding en sportafrigting, insluitend motoriese agterstande en probleme en die remediëring daarvan, te identifiseer en aan te spreek by wyse van kritiese refleksie;
- die vermoë om inligtingsinsamelingstegnieke, evaluering en bestuursprosesse in die konteks van Liggaamlike Opvoeding en sportafrigting krities te ondersoek om sodoende kreatiewe response vir groot- en perseptueel-motoriese probleme te;
- die vermoë om akademiese, professionele of beroepsidees en tekste effektief vir verskeie gehore aan te bied en te kommunikeer met kreatiewe insigte, akkurate interpretasies en oplossings vir probleme en vraagstukke relevant tot motoriese leer en ontwikkeling;
- die vermoë om effektief binne 'n skoolsisteem te funksioneer, of 'n skoolsisteem, soos 'n Liggaamlike Opvoeding remediërende program, te bestuur gebaseer op begrip van die rolle en verhoudings tussen die elemente binne die skool- e remediërende program;

- die vermoë om leerstrategieë op 'n self-kritiese wyse toe te pas om eie professionele en voortdurende leerbehoefes aan te spreek, asook die professionele en voortdurende leerbehoefes van ander;
- die vermoë om volle verantwoordelikheid te neem vir eie werk, leer, besluitneming en gebruik van hulpbronne, asook volle toerekenbaarheid vir die besluite en handeling van ander, waar toepaslik.

**Method of delivery / Metode van aflewering:** Full-time / Part-time / Voltyds / Deeltyds

**Assessment modes / Asseseringsmetodes:**

Continuous Assessment 50 % / Deurlopende assessering 50 %

Written Exam 50 % / Skriftelike eksamen 50 %

**Module code / Module kode:** BWOS 621

**Semester 2**

**16 Cr / Kr**

**NQF level / NKR-vlak: 8**

**Title / Titel:** Talent Identification and talent development / Talentidentifisering en –ontwikkeling

**Module outcomes / Module uitkomstes:**

On completion of the module, the student should be able to demonstrate:

- knowledge of and engagement in sport talent identification and development; demonstrate an understanding of the theories, research methodologies, methods and techniques relevant to sport talent identification and development; as well as an understanding of how to apply such knowledge in the Physical Education and sport coaching context.
- an ability to interrogate multiple sources of knowledge in sport talent identification and development, and to evaluate knowledge and processes of knowledge production.
- an understanding of the complexities and uncertainties of selecting and applying appropriate sport test batteries, and training programme principles to identify and develop elite sport talent within Physical Education and sport coaching.
- an ability to use a range of specialised skills and tests to identify, analyse and develop sport talent, drawing systematically on the body of knowledge and methods appropriate to Physical Education and sport coaching.
- an ability to identify and address ethical issues based on critical reflection on the suitability of different sport test batteries, training programmes and other ethical value systems to Physical Education and sport coaching contexts.
- an ability to critically review information gathering, evaluation and management processes in the context of Physical Education and sport coaching, in order to develop creative talent identification and development programmes.
- an ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems in talent identification and development, within the context of Physical Education and sport coaching.
- an ability to operate effectively within a school system, or manage talent identification and development programme within the school system, based on an understanding of the roles and relationships between elements within the school system and talent identification and development within the Physical Education and sport programme of the school.
- an ability to apply, in a self-critical manner, learning strategies which effectively address own professional and ongoing learning needs and the
- professional and ongoing learning needs of others.
- an ability to take full responsibility for own work, learning, decision-making and use of resources, and full accountability for the decisions and actions of others, where appropriate.

Na voltooiing van die module behoort die student in staat te wees om aan te toon:

- kennis van en betrokkenheid in sport talentidentifisering en -ontwikkeling. Demonstreer ook begrip van teorieë, navorsingsmetodes en tegnieke relevant tot sport talentidentifisering en -ontwikkeling; asook begrip van hoe om sodanige kennis in die Liggaamlike Opvoeding- en sportafrigtingkonteks toe te pas.
- die vermoë om verskeie kennisbronne in talentidentifisering en -ontwikkeling in sport, te ondersoek en om kennis en kennisgenererende prosesse te evalueer.
- begrip van die kompleksiteit en onsekerhede van seleksie en toepassing van toepaslike sport toetsbatterye en inoefeningsprogrambeginsels om sport talent te identifiseer en te ontwikkel binne Liggaamlike Opvoeding en sportafrigting.
- die vermoë om verskeie gespesialiseerde vaardighede en toetse te gebruik om sport talent te identifiseer, te analiseer en te ontwikkel deur sistematiese gebruik te maak van 'n gepaste kennisbasis en toepaslike metodes vir Liggaamlike Opvoeding en sportafrigting.
- die vermoë om etiese sake en die toepaslikheid van verskillende sport toetsbatterye, inoefeningsprogramme en ander etiese waardesisteme, binne die Liggaamlike Opvoeding- en sportafrigtingkonteks te identifiseer en aan te spreek by wyse van kritiese refleksie.
- die vermoë om inligtingsinsamelingstegnieke, evaluering en bestuursproesse in die konteks van Liggaamlike Opvoeding en sportafrigting krities te ondersoek om sodoende kreatiewe talentidentifiserings- en talentontwikkelingsprogramme te ontwikkel.
- die vermoë om akademiese, professionele of beroepsidees en tekste effektief vir verskeie gehore aan te bied en te kommunikeer met kreatiewe insigte, akkurate interpretasies en oplossings vir probleme en vraagstukke in talentidentifisering en -ontwikkeling, relevant tot die konteks van Liggaamlike Opvoeding en sportafrigting.
- die vermoë om effektief binne 'n skoolsisteem te funksioneer, of 'n talentidentifisering en -ontwikkelingprogram te bestuur gebaseer op begrip van die rolle en verhoudings tussen die elemente binne die skoolsisteem en talentidentifisering en -ontwikkeling binne die Liggaamlike Opvoedingprogram en die sportprogram van die skool.
- die vermoë om leerstrategieë op 'n self-kritiese wyse toe te pas om eie professionele en voortdurende leerbehoefes aan te spreek, asook die professionele en voortdurende leerbehoefes van ander.

- die vermoë om volle verantwoordelikheid te neem vir eie werk, leer, besluitneming en gebruik van hulpbronne, asook volle toerekenbaarheid vir die besluite en handelinge van ander, waar toepaslik.

**Method of delivery / Metode van aflewering:** Full-time / Part-time / Voltyds / Deeltyds

**Assessment modes / Asseseringsmetodes:**

Continuous Assessment 50 % / Deurlopende assessering 50 %

Written Exam 50 % / Skriftelike eksamen 50 %

**Module code / Module kode:** BWOS 623 **Semester 2** **16 Cr / Kr** **NQF level / NKR-vlak: 8**

**Title / Titel:** Movement Education and Education Law / Bewegingsonderwys en Onderwysreg

**Module outcomes / Module uitkomstes:**

On completion of the module, the student should be able to demonstrate:

- knowledge of and engagement in applicable legislation and other documents in the field of Sport Law; demonstrate an understanding of the theories, research methodologies, methods and techniques relevant to Sport Law; as well as an understanding of how to apply such knowledge and which legal sources to consult in a variety of situations within Physical Education and sport coaching.
- an ability to interrogate multiple legal sources of knowledge within Sport Law and to evaluate these sources of knowledge and processes of knowledge production in the context of Physical Education and sport coaching.
- an understanding of the complexities and uncertainties of selecting and applying appropriate standard procedures to take correct, informative decisions and to act procedurally correct and fair to solve unfamiliar problems in Physical Education and sport coaching, in agreement with applicable educational, sport and other laws.
- an ability to use a range of specialised skills to identify, analyse and address complex or abstract legal problems within Physical Education and sport coaching, drawing systematically on the body of knowledge and methods appropriate to Sport Law.
- an ability to identify and address ethical issues, including the interpretation and application of relevant legislation, based on critical reflection on the suitability of different ethical value systems within Physical Education and sport coaching contexts.
- an ability to critically review information gathering, evaluation and management processes in Sport Law related to Physical Education and sport coaching contexts in order to develop creative responses to legal problems and issues.
- an ability to present and communicate reliable guidance to other responsible interested parties, like members of the school governing body and educators, in a variety of situations that might give rise to lawsuits, especially liability due to negligence, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to the context of Physical Education and sport coaching.
- an ability to operate effectively within a school system, or manage a system such as a Physical Education or sport coaching programme, based on an understanding of the roles and relationships between legal elements within the system.
- an ability to apply, in a self-critical manner, learning strategies which effectively address own professional and ongoing learning needs and the professional and ongoing learning needs of others.
- an ability to take full responsibility for own work, learning, decision-making and use of resources, and full accountability for the decisions and actions of others, where appropriate.

**Module-uitkomst:**

Na voltooiing van die module behoort die student in staat wees om aan te toon:

- kennis van en betrokkenheid in toepaslike wetgewing en ander dokumente in die veld van Sportreg. Demonstreer ook begrip van teorieë, navorsingsmetodes en tegnieke relevant tot Sportreg; asook begrip van hoe om sodanige kennis toe te pas en watter wetlike bronne om te konsulteer in 'n verskeidenheid situasies binne Liggaamlike Opvoeding en sportafrigting.
- die vermoë om verskeie wetlike kennisbronne in Sportreg te ondersoek en om hierdie kennis en kennisgenererende prosesse te evalueer in die konteks van Liggaamlike Opvoeding en sportafrigting.
- 'n begrip van die kompleksiteit en onsekerhede van seleksie en toepassing van toepaslike standaard prosedures om korrekte, ingeligte besluite te neem en om prosedure-korrekt en regverdig te handel om onbekende probleme in Liggaamlike Opvoeding en sportafrigting, in ooreenstemming met toepaslike opvoedkundige-, sport- en ander wette, op te los.
- die vermoë om verskeie gespesialiseerde vaardighede te gebruik om komplekse en abstrakte wetlike probleme binne Liggaamlike Opvoeding en sportafrigting te identifiseer, te analiseer en aan te spreek deur sistematies gebruik te maak van 'n gepaste kennisbasis en toepaslike metodes vir die dissipline van Sportreg.
- die vermoë om etiese sake, insluitend die interpretasie en toepassing van relevante wetgewing, en die toepaslikheid van verskillende etiese waardesisteme binne Liggaamlike Opvoeding en sportafrigting, te identifiseer en aan te spreek by wyse van kritiese refleksie.
- die vermoë om inligtingsinsamelingstegnieke, evaluering en bestuursprosesse in Sportreg, met betrekking tot Liggaamlike Opvoeding- en sportafrigtingkontekste, krities te ondersoek om sodoende kreatiewe response vir wetlike probleme te ontwikkel.
- die vermoë om betroubare leiding aan ander geïnteresseerde, verantwoordelike partye, soos lede van skool beheerliggame en onderwysers, in 'n verskeidenheid van situasies wat kan aanleiding gee tot dagvaardings, veral aanspreeklikheid as gevolg van nalatigheid, met kreatiewe insigte, akkurate interpretasies en oplossings vir probleme en vraagstukke relevant tot die konteks.
- die vermoë om effektief binne 'n skoolsistiem te funksioneer, of 'n sistiem soos 'n Liggaamlike Opvoeding- of sportafrigtingprogram, te bestuur gebaseer op begrip van die rolle en verhoudings tussen die wetlike elemente binne die sistiem.
- die vermoë om leerstrategieë op 'n self-kritiese wyse toe te pas om eie professionele en voortdurende leerbehoefes aan te spreek, asook die professionele en voortdurende leerbehoefes van ander.

- die vermoë om volle verantwoordelikheid te neem vir eie werk, leer, besluitneming en gebruik van hulpbronne, asook volle toerekenbaarheid vir die besluite en handelinge van ander, waar toepaslik.

**Method of delivery / Metode van aflewering:** Full-time / Part-time / Voltyds / Deeltyds

**Assessment modes / Asseseringsmetodes:**

Continuous Assessment 50 % / Deurlopende assessering 50 %

Written Exam 50 % / Skriftelike eksamen 50 %

**Module code / Module kode:** BWOS 624

**Semester 2**

**16 Cr / Kr**

**NQF level / NKR-vlak: 8**

**Title / Titel:** Sport and Movement Education management / Sport- en Bewegingsonderwysbestuur

**Module outcomes / Module uitkomstes:**

On completion of the module, the student should be able to demonstrate:

- knowledge of and engagement in Physical Education and sport management, demonstrate an understanding of the theories, research methodologies, methods and techniques Physical Education and sport management, as well as an understanding of how to apply such knowledge in the school context
- an ability to interrogate multiple sources of knowledge in Physical Education and sport management and to evaluate knowledge and processes of knowledge production.
- an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard management procedures, processes or techniques to unfamiliar problems unique to the school system in Physical Education and sport management
- an ability to use a range of specialised skills to identify, analyse and address complex or abstract problems drawing systematically on the body of knowledge and methods appropriate to Physical Education and sport management
- an ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to the school context.
- an ability to critically review information gathering, evaluation and management processes in Physical Education and sport in order to develop creative responses to problems and issues.
- an ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to Physical Education and sport management
- context and systems: demonstrate an ability to operate effectively within a system, or manage a system based on an understanding of the roles and relationships between elements within the school system.
- Management of learning: demonstrate an ability to apply, in a self-critical manner, learning strategies which effectively address own professional and ongoing learning needs and the professional and ongoing learning needs of others.
- accountability: demonstrate an ability to take full responsibility for own work, learning, decision-making and use of resources, and full accountability for the decisions and actions of others, where appropriate.

*Na voltooiing van die module behoort die student in staat wees om aan te toon:*

- kennis van en betrokkenheid in Liggaamlike Opvoeding en sportbestuur. Demonstreer ook begrip van teorieë, navorsingsmetodes en tegnieke relevant in Liggaamlike Opvoeding en sportbestuur; asook begrip van hoe om sodanige kennis in die skoolkonteks toe te pas.
- die vermoë om verskeie kennisbronne in 'n Liggaamlike Opvoeding en sportbestuur te ondersoek en om kennis en kennisgenererende prosesse te evalueer.
- 'n begrip van die kompleksiteit en onsekerhede van seleksie, toepassing of oordrag van toepaslike standaard bestuurstegnieke, prosesse of na onbekende/unieke probleme in die skoolsisteme en Liggaamlike Opvoeding en sportbestuur.
- die vermoë om verskeie gespesialiseerde vaardighede te gebruik om komplekse en abstrakte probleme te identifiseer, te analiseer en aan te spreek deur sistematies gebruik te maak van 'n gepaste kennisbasis en toepaslike metodes in Liggaamlike Opvoeding en sportbestuur
- die vermoë om etiese sake en die toepaslikheid van verskillende etiese waardesisteme binne die skool konteks te identifiseer en aan te spreek by wyse van kritiese refleksie.
- die vermoë om inligtingsinsamelingstegnieke, evaluering en bestuursprosesse in Liggaamlike Opvoeding en sport te ondersoek om sodanige kreatiewe response vir probleme te ontwikkel.
- die vermoë om akademiese, professionele of beroepsidees en tekste effektief vir verskeie gehore aan te bied en te kommunikeer met kreatiewe insigte, akkurate interpretasies en oplossings vir probleme en vraagstukke relevant tot Liggaamlike Opvoeding en sportbestuur
- die vermoë om effektief binne 'n sisteem te funksioneer, of 'n sisteem te bestuur gebaseer op begrip van die rolle en verhoudings tussen die elemente binne die skoolsisteme.
- die vermoë om leerstrategieë op 'n self-kritiese wyse toe te pas om eie professionele en voortdurende leerbehoefes aan te spreek, asook die professionele en voortdurende leerbehoefes van ander
- die vermoë om volle verantwoordelikheid te neem vir eie werk, leer, besluitneming en gebruik van hulpbronne, asook volle toerekenbaarheid vir die besluite en handelinge van ander, waar toepaslik.

**Method of delivery / Metode van aflewering:** Full-time / Part-time / Voltyds / Deeltyds

**Assessment modes / Asseseringsmetodes:**

Continuous Assessment 50 % / Deurlopende assessering 50 %

Written Exam 50 % / Skriftelike eksamen 50 %

<b>Module code / Module kode:</b> CEPS 612	<b>Semester 1</b>	<b>8 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
<b>Title / Titel:</b> Community Educational Psychology / <i>Gemeenskap-Opvoedkundige Sielkunde</i>			
<b>Module outcomes / Module uitkomstes:</b>			
On completion of the module, the student should be able to demonstrate:			
<ul style="list-style-type: none"> <li>well-rounded knowledge of the theoretical underpinnings of educational psychology as contained in the eco-systemic perspective as well as the theoretical underpinnings of community psychology</li> <li>well-rounded knowledge concerning the principles of community psychology, including health promotion, and the different role-players participating in the process</li> <li>integrated knowledge and skills in order to apply community educational psychology theory as well as health promotion principles</li> <li>applied, integrated knowledge, skills and values in order to execute organisational development interventions for improving the health and well-being in various contexts</li> </ul>			
<i>Na voltooiing van die module behoort die student in staat wees om aan te toon:</i>			
<ul style="list-style-type: none"> <li><i>afgeronde kennis van die teoretiese grondslae van Opvoedkundige Sielkunde soos vervat in die eko-sistemiese perspektief, en van Gemeenskapsielkunde;</i></li> <li><i>afgeronde kennis van die beginsels van gemeenskapsielkunde, insluitende gesondheidsbevordering, en van die verskillende rolspelers in die proses;</i></li> <li><i>geïntegreerde kennis en vaardighede in die toepassing van die teorie oor gemeenskapsielkunde</i></li> <li><i>toegepaste, geïntegreerde kennis, vaardigheid en houdings, sodat ontwikkelingsintervensies uitgevoer kan word om gesondheid en welsyn in verskeie kontekste te bevorder</i></li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / UODL / Voltyds / Deeltyds / EOAL			
<b>Assessment modes / Assesseringsmetodes:</b>			
Continuous Assessment 50 % / <i>Deurlopende assessering 50 %</i> Written Exam 50 % / <i>Skriftelike eksamen 50 %</i>			

<b>Module code / Module kode:</b> CLIN 611	<b>Semester 1</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
<b>Title / Titel:</b> Classroom Instruction / <i>Klaskameronderrig</i>			
<b>Module outcomes / Module uitkomstes:</b>			
By the end of the module, students should be equipped with:			
<ul style="list-style-type: none"> <li>comprehensive knowledge, practical skill and dispositions regarding strategic teaching in order to implement effectively teaching-learning opportunities in specific learning areas, subjects and contexts.</li> </ul>			
<i>Na voltooiing van hierdie module behoort die student toegees te wees met:</i>			
<ul style="list-style-type: none"> <li><i>omvattende kennis, praktiese vaardighede en houdings ten opsigte van strategiese onderrig sodat effektiewe onderrig-leergeleenthede geïmplementeer kan word in spesifieke leerareas, vakke en konstekste</i></li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / UODL / Voltyds / Deeltyds / EOAL			
<b>Assessment modes / Assesseringsmetodes:</b>			
Continuous Assessment 50 % / <i>Deurlopende assessering 50 %</i> Written Exam 50 % / <i>Skriftelike eksamen 50 %</i>			

<b>Module code / Module kode:</b> CSIE 611	<b>Semester 1</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
<b>Title / Titel:</b> Foundations of Information Technology Education / <i>Grondslae van Inligtingstegnologie-Onderwys</i>			
<b>Module outcomes / Module uitkomstes:</b>			
On completion of the module, the student should be able to demonstrate:			
<ul style="list-style-type: none"> <li>profound knowledge of current research in the field of IT education, locally and globally;</li> <li>comprehensive knowledge of the current status of IT education on secondary level world-wide;</li> <li>the ability to interrogate current research in the field of IT education, locally and globally;</li> <li>the ability to apply appropriate research methods in this field of study;</li> <li>the ability to critically evaluate the determinants that are necessary for the teaching and development of the subject;</li> <li>a deep understanding regarding the development of cooperative and collaborative learning environments as basis to enhance knowledge construction in the IT class;</li> <li>the ability to present and appropriately communicate solutions to current global and local issues in IT education;</li> <li>thorough knowledge and skills regarding the empowerment and support of IT teachers and learners in terms of the basic principles of IT as subject field.</li> <li>the ability to be self-directed in their learning of the IT education field.</li> </ul>			
<i>Na voltooiing van die module behoort die student in staat te wees om aan te toon dat hy/sy oor:</i>			
<ul style="list-style-type: none"> <li><i>grondige kennis van huidige navorsing in die veld van IT-onderwys, plaaslik en internasionaal, beskik;</i></li> <li><i>omvattende kennis van die huidige stand van IT-onderwys op sekondêre vlak wêreldwyd beskik;</i></li> <li><i>die vaardigheid beskik om huidige navorsing in die veld van IT-onderwys, plaaslik en internasionaal te ondersoek;</i></li> <li><i>die vaardigheid beskik om toepaslike navorsingsmetodes in hierdie veld van studie toe te pas;</i></li> <li><i>die vaardigheid beskik om die determinante wat noodsaaklik is vir die onderrig en ontwikkeling van die vak krities te evalueer;</i></li> <li><i>diep gegronde begrip beskik rakende die ontwikkeling van koöperatiewe leeromgewings as basis om kenniskonstruksie in die IT-klas te verhoog;</i></li> <li><i>die vaardigheid beskik om oplossings tot huidige globale en plaaslike kwessies in IT-onderwys toepaslik te kommunikeer en aan te bied;</i></li> <li><i>volledige kennis en vaardighede rakende die bemagtiging en ondersteuning van IT onderwysers en leerders in terme van die basiese beginsels van IT as a studieveld beskik;</i></li> </ul>			

<ul style="list-style-type: none"> <li>die vermoë beskik om selfgerig in hul leer van IT-onderwys kan wees.</li> </ul>
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deeltyds
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %

<b>Module code / Module kode:</b> CSIE 612	<b>Semester 1</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> Foundations of Computer Applications Technology Education / Grondslae van Rekenaartoepassingstegnologie-Onderwys			
<b>Module outcomes / Module uitkomstes:</b> On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>comprehensive knowledge of the current status of CAT on secondary, local and global level;</li> <li>knowledge and skills that will enable them to demonstrate that they have profound knowledge of current research in CAT, locally and globally, in order to identify research opportunities in the subject;</li> <li>specialised knowledge and skills to apply appropriate research methods in this field of study;</li> <li>profound knowledge and skills that will allow them to critically evaluate the determinants that are necessary for the teaching and development of the subject;</li> <li>specialised knowledge and skills regarding the empowerment and support of CAT learners in terms of the basic principles of CAT as subject field.</li> </ul> <i>Na voltooiing van die module behoort die student in staat te wees om oor:</i> <ul style="list-style-type: none"> <li>diepgaande kennis van die huidige status van RTT, op sekondêre, plaaslik en internasionaal vlak te beskik;</li> <li>kennis en vaardighede wat hulle in staat stel om te demonstreeer dat hulle oor grondige kennis van huidige navorsing in RTT, plaaslik en internasionaal beskik, ten einde navorsingsgeleenthede in die vak te identifiseer;</li> <li>gespesialiseerde kennis en vaardighede te beskik om toepaslike navorsingsmetodes in hierdie studieveld toe te pas;</li> <li>kennis en vaardighede te beskik wat hulle in staat sal stel om die determinante wat noodsaaklik is vir die onderrig van en die ontwikkeling van die vak krities te evalueer;</li> <li>grondige kennis en vaardighede in die bemagtiging en ondersteuning van RTT-leerders in terme van die basiese beginsels van RTT as vakdissipline te beskik.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deeltyds			
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			

<b>Module code / Module kode:</b> CSIE 624	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> Computer Science: knowledge for education / Rekenaarwetenskap: kennis vir die onderwys			
<b>Module outcomes / Module uitkomstes:</b> On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>knowledge and understanding to engage with and research, in academically appropriate ways, the theories of learning and different learning styles, and the influence thereof on the implementation of teaching, learning, and assessment strategies that are essential for effective learning of the theoretical and practical content of IT/CAT at secondary teaching level;</li> <li>knowledge and skills regarding new tendencies in development of Information and Communication technologies (ICT) and the implementation thereof in the teaching, learning and assessment of IT/CAT in an ethically justifiable way</li> </ul> <i>Na voltooiing van die module behoort die student in staat te wees om:</i> <ul style="list-style-type: none"> <li>kennis en begrip om om te gaan met en op akademies-toepaslike wyses navorsing te doen oor die teorieë van leer en verskillende leerstyle, en die invloed daarvan op die implementering van onderrig-, leer- en assesseringstrategieë wat noodsaaklik is vir effektiewe leer van die teoretiese en praktiese inhoud van IT/RTT op sekondêre onderwys vlak aan te toon;</li> <li>kennis en vaardighede rakende nuwe tendense in die ontwikkeling van Inligtings- en Kommunikasietegnologieë (IKT) en die implementering daarvan in die onderrig, leer en assessering van IT/CAT op 'n eties-verantwoordbare wyse aan te toon.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deeltyds			
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			

<b>Module code / Module kode:</b> CSIE 625	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> Information Technology: knowledge for education / Inligtingstegnologie: kennis vir die onderwys			
<b>Module outcomes / Module uitkomstes:</b> On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>rounded knowledge regarding advanced object-oriented programming (OOP); compiling processes, memory management and error handling, network technologies, network security, operating systems and project management as well as applying such knowledge in a particular context;</li> <li>the ability to search and critically evaluate multiple sources of various knowledge with reference to OOP, compiling processes, network technologies and project management;</li> <li>relevant knowledge and skills regarding OOP, compiling processes, network technologies and project management in particular contexts;</li> </ul>			

- the ability to address and solve complex and abstract problems in OOP, program compiling, network technologies and project management;
- the ability to apply project management skills effectively when planning and developing new software or information systems;
- the ability to apply various learning strategies to support effective learning;
- the ability to take responsibility and accountability for own tasks, assignment and all learning processes involved in this course.

*Na voltooiing van die module behoort die student in staat te wees om:*

- *omvattende kennis van gevorderde objekgeoriënteerde programmering (OOP); kompilersprosesse, geheueallokering en fouthantering, netwerktegnologieë, netwerksekuriteit, bedryfstelsels en projekbestuur te demonstreer asook om dit in 'n spesifieke konteks toe te pas;*
- *die vermoë te demonstreer om verskeie kennisbronne in terme van OOP, kompilersprosesse, netwerktegnologieë en projekbestuur te ondersoek en krities te kan evalueer;*
- *toepaslike kennis en vaardighede van OOP, kompilersprosesse, netwerktegnologieë en projekbestuur in bepaalde kontekste te demonstreer;*
- *die vermoë te demonstreer om komplekse en abstrakte probleme in OOP, programkompilering, netwerktegnologieë en projekbestuur aan te spreek en op te los;*
- *die vermoë te demonstreer om projekbestuursvaardighede effektief toe te pas met die beplanning en ontwikkeling van nuwe sagteware of inligtingstelsels;*
- *die vermoë te demonstreer om verskeie leerstrategieë toe te pas om effektiewe leer te ondersteun;*
- *die vermoë te demonstreer om verantwoordelikheid en aanspreeklikheid vir eie take, opdragte en alle leerprosesse te neem in hierdie module.*

**Method of delivery / Metode van aflewering:** Full-time / Part-time / Voltyds / Deeltyds

**Assessment modes / Asseseringsmetodes:**

Continuous Assessment 50 % / Deurlopende assessering 50 %  
Written Exam 50 % / Skriftelike eksamen 50 %

**Module code / Module kode:** CSIE 626

**Semester 2**

**16 Cr / Kr**

**NQF level / NKR-vlak: 8**

**Title / Titel:** Computer Applications Technology: knowledge for education / *Rekenaartoepassingstegnologie: kennis vir die onderwys*

**Module outcomes / Module uitkomstes:**

On completion of the module, the student should be able to:

- demonstrate profound knowledge of the practical content of CAT on secondary level;
- demonstrate practical skills regarding the design, implementation and advanced integration of the different application packages;
- demonstrate the ability to solve a real-world problem and integrate profound database, spreadsheet and web design skills as well as profound skills regarding project and information management;
- critically analyze current database, spreadsheet and web page designs;
- demonstrate the ability to identify and address ethical issues regarding web design and application development and critically reflect on these issues;
- demonstrate the ability to critically evaluate existing database applications and web sites regarding the design and end-user experience;
- demonstrate the ability to communicate and present a custom designed solution to a real-world problem;
- demonstrate the ability to apply self-directed learning strategies to address own professional and ongoing learning needs;
- demonstrate the ability to take full responsibility for own work, learning, decision making and use of resources and full accountability for the decisions and actions of others where working in groups.

*Na voltooiing van die module behoort die student in staat te wees om:*

- *diepgaande kennis op sekondêre vlak van die praktiese inhoud van RTT aan te toon;*
- *praktiese vaardighede met betrekking tot die ontwerp, ontwikkeling en gevorderde integrering van die onderskeie vaardighede aan te toon;*
- *oor die vermoë te beskik om 'n regte wêreldse probleem op te los en gevorderde databasis, sigblad en webontwerp vaardighede te integreer so wel as gevorderde vaardighede rakende projekbestuur en inligtingsbestuur;*
- *bestaande databasis, sigblad en webblad ontwerpe krities te analiseer;*
- *oor die vermoë te beskik om etiese kwessies rondom webbladontwerp en toepassingsontwikkeling te identifiseer en aan te spreek en krities op die kwessies te reflekteer;*
- *oor die vermoë te beskik om bestaande databasistoepassings en webbladontwerpe krities te evalueer betreffende die ontwerp en eindgebruikerservaring;*
- *oor die vermoë te beskik om te kommunikeer en 'n pasgemaakte ontwikkelde oplossing vir 'n regte wêreldse probleem aan te bied;*
- *oor die vermoë te beskik om selfgerigte-leer-strategieë toe te pas om eie professionele en voortdurende leerderbehoefes aan te spreek;*
- *oor die vermoë te beskik om volle verantwoordelikheid vir eie werk, leer, besluitneming en gebruik van hulpbronne te neem en volle verantwoordelikheid vir die besluite en aksies van ander te neem wanneer in groepe saamwerk.*

**Method of delivery / Metode van aflewering:** Full-time / Part-time / Voltyds / Deeltyds

**Assessment modes / Asseseringsmetodes:**

Continuous Assessment 50 % / Deurlopende assessering 50 %  
Written Exam 50 % / Skriftelike eksamen 50 %

<b>Module code / Module kode:</b> CUDE 611	<b>Semester 1</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
<b>Title / Titel:</b> Curriculum Development / Kurrikulumontwikkeling			
<b>Module outcomes / Module uitkomstes:</b>			
On completion of the module, the student should be able to:			
<ul style="list-style-type: none"> <li>• develop critical thinking and analysis of a wide variety of concerns regarding curriculum development;</li> <li>• understand the theories and models of curriculum structure, development, evaluation and innovation/ transformation;</li> <li>• analyse the processes and procedures for curriculum development in South Africa;</li> <li>• reflect critically on the National Curriculum Statements;</li> <li>• demonstrate an understanding of the role of research in curriculum development; and</li> <li>• develop an understanding of the factors that influence curriculum transformation.</li> </ul>			
Na voltooiing van die module behoort die student in staat te wees om:			
<ul style="list-style-type: none"> <li>• <i>kritieke denke en analise van 'n wye verskeidenheid sake in verband met kurrikulumontwikkeling voort te bring;</i></li> <li>• <i>die teorieë en modelle van kurrikulumstruktuur, -ontwikkeling, -evaluering en -innovering/-transformasie te verstaan;</i></li> <li>• <i>die prosesse en prosedures vir kurrikulumontwikkeling in Suid-Afrika te analiseer;</i></li> <li>• <i>krities te besin oor die Nasionale Kurrikulumverklarings;</i></li> <li>• <i>'n begrip te demonstreeer van die rol van navorsing in kurrikulumontwikkeling; en</i></li> <li>• <i>'n begrip te ontwikkel van die faktore wat kurrikulumtransformasie beïnvloed.</i></li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / UODL / Voltyds / Deelytds / EOAL			
<b>Assessment modes / Asseseringsmetodes:</b>			
Continuous Assessment 50 % / Deurlopende assessering 50 %			
Written Exam 50 % / Skriftelike eksamen 50 %			
<b>Module code / Module kode:</b> EDTM 616	<b>Semester 1</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
<b>Title / Titel:</b> Introduction to Environmental Education / Inleiding tot omgewingsopvoeding			
<b>Module outcomes / Module uitkomstes:</b>			
On completion of the module, the student should be able to demonstrate:			
<ul style="list-style-type: none"> <li>• an extended, systematic and solid knowledge base regarding the background principles of Environmental Education;</li> <li>• a critical analysis of current Environmental Education policies and practices;</li> <li>• an extended, systematic knowledge of different approaches to Environmental Education;</li> <li>• an ethical and professional approach to carry out teaching, learning, assessing and research in Environmental Education;</li> <li>• critically evaluate the value of Environmental Education within the education system;</li> </ul>			
Na voltooiing van die module behoort die student in staat te wees om aan te toon:			
<ul style="list-style-type: none"> <li>• <i>'n uitgebreide, sistematiese en grondige kennisbasis van die agtergrondbeginsels van Omgewingsopvoeding.</i></li> <li>• <i>die vermoë tot 'n kritiese analise van heersende omgewingsopvoedingsbeleide en -praktyke;</i></li> <li>• <i>'n uitgebreide, sistematiese kennis van die verskillende benaderings ten opsigte van Omgewingsopvoeding;</i></li> <li>• <i>'n etiese en professionele benadering in die onderrig, leer, assessering en navorsing in Omgewingsopvoeding.</i></li> <li>• <i>die waarde van Omgewingsopvoeding binne die onderwysstelsel krities te evalueer.</i></li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deelytds			
<b>Assessment modes / Asseseringsmetodes:</b>			
Continuous Assessment 50 % / Deurlopende assessering 50 %			
Written Exam 50 % / Skriftelike eksamen 50 %			
<b>Module code / Module kode:</b> EESD 611	<b>Semester 1</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
<b>Title / Titel:</b> Introduction to Environmental Education: teaching and learning for social change <i>Inleiding tot Omgewingsopvoeding vir sosiale verandering</i>			
<b>Module outcomes / Module uitkomstes:</b>			
By the end of this module the student should be able to demonstrate that he/she has acquired:			
<ul style="list-style-type: none"> <li>• an extensive, systematic and deep knowledge with regard to the ontological and epistemological developments in Environmental Education</li> <li>• an extended and solid knowledge base regarding the background aim, objectives and principles of Environmental Education.</li> <li>• an extended, systematic knowledge of different approaches to Environmental Education.</li> <li>• a critical analysis of current Environmental Education policies and practices; and</li> <li>• an ethical and professional approach to carry out teaching, learning, assessment and research in Environmental Education.</li> </ul>			
Ná afloop van hierdie module behoort die student die volgende kan demonstreeer:			
<ul style="list-style-type: none"> <li>• <i>'n uitgebreide, sistematiese en diepgaande kennis rakende die ontologiese en epistemologiese ontwikkelings in Omgewingsopvoeding;</i></li> <li>• <i>'n uitgebreide en soliede kennisbasis rakende die agtergrond, doel, doelstellings en beginsels van Omgewingsopvoeding;</i></li> <li>• <i>'n uitgebreide, sistematiese kennis van verskillende benaderings tot Omgewingsopvoeding;</i></li> </ul>			



- 'n kritiese analise van huidige Omgewingsopvoeding -beleide en -praktyke; en
- 'n etiese en professionele benadering tot die uitvoering van onderrig, leer, assessering en navorsing in Omgewingsopvoeding.

**Method of delivery / Metode van aflewering:** Full-time / Part-time / Voltyds / Deeltyds

**Assessment modes / Assesseringsmetodes:**

Continuous Assessment 50 % / Deurlopende assessering 50 %  
Written Exam 50 % / Skriftelike eksamen 50 %

**Module code / Module kode:** EESD 621 | **Semester 2** | **16 Cr / Kr** | **NQF level / NKR-vlak: 8**

**Title / Titel:** Education and environmental natural resource Management / Onderwys en omgewings- natuurlike Hulpbronbestuur

**Module outcomes / Module uitkomstes:**

By the end of this module the student should be able to demonstrate that he/she has acquired:

- fundamental understanding of the nature of natural resources in South Africa and abroad;
- the ability to analyse the role of Environmental Education in resource management;
- comprehensive knowledge of environmental management in South Africa, as well as extensive knowledge to analyse related policies and acts;
- specialised knowledge of an environmental management system following a whole-school approach; and
- informed and critical understanding of resource management in South African schools and internationally when implementing an environmental management system.

*Ná afloop van hierdie module behoort die student die volgende kan demonstreeer:*

- fundamentele begrip van die aard van natuurlike hulpbronne in Suid-Afrika en die buiteland;
- die vermoë om die rol van Omgewingsopvoeding in hulpbronbestuur te analiseer;
- omvattende kennis van omgewingsbestuur in Suid-Afrika sowel as uitgebreide kennis om verwante beleide en wette te analiseer;
- gespesialiseerde kennis van 'n omgewingsbestuursisteme na aanleiding van 'n heelskoolbenadering; en
- ingeligte en kritiese begrip hê van hulpbronbestuur in Suid-Afrikaanse skole en internasionaal wanneer omgewingsbestuursisteme geïmplementeer word.

**Method of delivery / Metode van aflewering:** Full-time / Part-time / Voltyds / Deeltyds

**Assessment modes / Assesseringsmetodes:**

Continuous Assessment 50 % / Deurlopende assessering 50 %  
Written Exam 50 % / Skriftelike eksamen 50 %

**Module code / Module kode:** EESD 622 | **Semester 2** | **16 Cr / Kr** | **NQF level / NKR-vlak: 8**

**Title / Titel:** Social and ecological issues in Environmental Education / Sosiale en ekologiese vraagstukke in Omgewingsopvoeding

**Module outcomes / Module uitkomstes:**

By the end of this module the student should be able to demonstrate that he/she has acquired:

- extended and systematic knowledge regarding views on the environment and humankind's relationship with Earth's resources;
- specialised knowledge and skills regarding identifying global environmental issues threatening sustainable environments;
- an informed and critical understanding and appreciation of how population and the environment are part of the global challenge to sustainable living;
- a fundamental understanding of sustainable living in the South African and school context; and
- a critical understanding of selected issues in Environmental Education that will facilitate discussions forming sound arguments regarding selected environmental issues and challenges in South Africa.

*Ná afloop van hierdie module behoort die student die volgende kan demonstreeer:*

- uitgebreide en sistematiese kennis rakende beskouings oor die omgewing en mensdom se verhouding met die aarde se hulpbronne;
- gespesialiseerde kennis en vaardighede rakende die identifisering van globale omgewingsvraagstukke wat volhoubare omgewings bedreig;
- 'n ingeligte en kritiese begrip van en waardering vir hoe bevolkings en die omgewing deel is van die globale uitdaging vir volhoubare bestaan;
- 'n fundamentele begrip van volhoubare bestaan in die Suid-Afrikaanse en skoolkonteks; en
- 'n kritiese begrip van geselekteerde vraagstukke in Omgewingsopvoeding wat besprekings sal fasiliteer wat gegronde argumente rakende geselekteerde omgewingsvraagstukke en -uitdagings in S

**Method of delivery / Metode van aflewering:** Full-time / Part-time / Voltyds / Deeltyds

**Assessment modes / Assesseringsmetodes:**

Continuous Assessment 50 % / Deurlopende assessering 50 %  
Written Exam 50 % / Skriftelike eksamen 50 %

**Module code / Module kode:** EMLO 611 | **Semester 1** | **16 Cr / Kr** | **NQF level / NKR-vlak: 8**

**Title / Titel:** Education management and organisations / Onderwysbestuur en -organisasies

**Module outcomes / Module uitkomstes:**

After completing this module, students demonstrate that they have acquired:

- an understanding of the structure and functioning of the workplace in which education management activities are executed;

<ul style="list-style-type: none"> <li>the necessary knowledge of and insight into the ecology (culture and climate) and the change and development of the educational organisation;</li> <li>a profound knowledge of and insight into education management as field of scientific endeavour,</li> <li>the ability to distinguish between the management tasks (how to manage) and management areas (what to manage) and be able to apply these tasks in order to ensure an effective education management practice.</li> </ul> <p><i>Na afhandeling van hierdie module moet die student demonstree dat die volgende bemeester is:</i></p> <ul style="list-style-type: none"> <li>die verstaan van die struktuur en funksionering van die werksplek waarbinne onderwysbestuurshandelinge uitgevoer word;</li> <li>die nodige kennis en insig in die ekologie (kultuur en klimaat); verandering en ontwikkeling van die onderwysorganisasie;</li> <li>'n grondige kennis en insig in onderwysbestuur as wetenskaplike veld van ondersoek, en</li> <li>om te kan onderskei tussen die bestuurstake (hoe om te bestuur) en die bestuursareas (wat om te bestuur), en in staat wees om die bestuurshandelinge te kan toepas ten einde 'n effektiewe onderwysbestuurspraktyk te kan verseker.</li> </ul>				
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / UODL / Voltyds / Deeltyds / EOAL				
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %				
<b>Module code / Module kode:</b> ENLG 679				
<b>Semester 1 &amp; 2</b>		<b>24 Cr / Kr</b>		<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titef:</b> Applied Language Studies				
<b>Module outcomes / Module uitkomstes:</b> On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>explain the key issues in SLA;</li> <li>explain the role of selected factors that influence SLA</li> <li>characterise interlanguage;</li> <li>discuss and evaluate the universal grammar theory of SLA;</li> <li>discuss the role of formal instruction in SLA;</li> <li>distinguish between approaches and methods in language teaching;</li> <li>describe and evaluate selected approaches and methods in language teaching, covering all four language skills (reading, writing, speaking and listening);</li> <li>design syllabi and teaching materials.</li> </ul>				
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deeltyds				
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %				
<b>Module code / Module kode:</b> EPSY 611				
<b>Semester 1</b>		<b>16 Cr / Kr</b>		<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titef:</b> Individual Counselling, Ethics & Law / <i>Individuele Berading, Etiek en die Reg</i>				
<b>Module outcomes / Module uitkomstes:</b> On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>an understanding of human experience, problems, behavior and phenomena from an eco-systemic point of view,</li> <li>knowledge of brief solution-focussed counselling,</li> <li>knowledge of the contributions, strengths, limitations and applications of different counselling theories.</li> <li>how Egan's problem management and opportunity development approach to counselling is applied in counselling practice</li> <li>how the professional role and identity of the counsellor is embraced</li> <li>how the development of the internal supervisor is embraced by practising consciously within the ambit of the Ethical Rules of the Professional Board for Psychology and the Law</li> <li>the ability to conduct appropriate psychological interventions with children and / or adults and to be professionally accountable for these actions</li> </ul> <p><i>Ná voltooiing van die module behoort die student in staat wees om aan te toon:</i></p> <ul style="list-style-type: none"> <li>hoe menslike ervaring, probleme, gedrag en verskynsels vanuit die ekosistemiese perspektief verstaan word</li> <li>hoe die oplossing-gefokusde benadering ("Brief Solution-focused Counselling") in berading begryp word</li> <li>kennis van die bydraes, bates, beperkings en die toepassing van verskillende beradingsteorieë</li> <li>hoe Egan se probleem-bestuur en geleentheidsontwikkelingsbenadering tot berading in die beradingspraktyk toegepas word</li> <li>hoe die professionele rol en identiteit van die berader aangeneem is</li> <li>hoe die ontwikkeling van die interne toesighouer aanvaar is deur doelbewus binne die grense van die etiese reëls van die Beroepsraad vir Sielkunde en die Reg te praktiseer</li> <li>die vermoë om toepaslike sielkundige intervensies met kinders en volwassenes uit te voer en om professionele verantwoordelikheid daarvoor te aanvaar</li> </ul>				
<b>Method of delivery / Metode van aflewering:</b> Full-time / Voltyds				
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %				

<b>Module code / Module kode:</b> EPSY 612	<b>Semester</b> 1	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
<b>Title / Titel:</b> Psychometry, Assessment and Career Development / <i>Psigometrie, Assessering en Beroepsontwikkeling</i>			
<b>Module outcomes / Module uitkomstes:</b>			
On completion of the module, the student must be able to demonstrate:			
<ul style="list-style-type: none"> <li>• knowledge and understanding of psychometry and various psychometric instruments and how to apply these during psychometric assessments;</li> <li>• knowledge and understanding of various career counselling theories and how to apply these in career counselling;</li> <li>• an understanding of the complexities of selecting and applying appropriate psychometric instruments, procedures and techniques for the purposes of conducting psychological assessments;</li> <li>• an ability to use a range of psychometric skills to identify and analyse psychological problems;</li> <li>• ability to identify and address ethical issues based on the critical reflection regarding the suitability of certain psychometric assessments;</li> <li>• an ability to present and communicate (verbally and/or in writing) information pertaining to psychometric assessments in an accurate, insightful and confidential manner, offering professional insights and solutions to presenting problems and issues;</li> <li>• an ability to take responsibility for conducting psychometric assessments in a professionally correct and appropriate manner.</li> </ul>			
<i>Ná voltooiing van die module behoort die student in staat wees om die volgende te toon:</i>			
<ul style="list-style-type: none"> <li>• kennis en begrip van psigometrie en verskeie psigometriese instrumente en hoe om dit in psigometriese assesserings toe te pas;</li> <li>• kennis en begrip van verskeie loopbaan-voortligtingsteorieë en hoe om dit in loopbaanvoortligting toe te pas</li> <li>• begrip van die kompleksiteit van seleksie en toepassing van toepaslike psigometriese instrumente, prosedures en tegnieke vir die doeleindes van die uitvoering van psigologiese assesserings;</li> <li>• die vermoë om verskeie psigometriese vaardighede te gebruik om psigologiese probleme te identifiseer en te analiseer</li> <li>• die vermoë om die etiese kwessies rondom die toepaslikheid van sekere psigometriese assesserings te identifiseer en aan te spreek, by wyse van kritiese refleksie;</li> <li>• die vermoë om verbale en/of skriftelike inligting wat op psigometriese assesserings betrekking het, op 'n akkurate, insigryke en konfidensiële wyse aan te bied en te kommunikeer en om professionele insigte en oplossings vir presenterende probleme en kwessies aan te bied;</li> <li>• die vermoë om verantwoordelikheid te aanvaar om psigometriese assesserings op 'n professioneel toepaslike en korrekte wyse uit te voer.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Voltyds			
<b>Assessment modes / Assesseringsmetodes:</b>			
Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			

<b>Module code / Module kode:</b> EPSY 614	<b>Semester</b> 1	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
<b>Title / Titel:</b> Psychopathology and Wellness / <i>Psigopatologie en Welsyn</i>			
<b>Module outcomes / Module uitkomstes:</b>			
On completion of the module, students should be equipped with:			
<ul style="list-style-type: none"> <li>• basic knowledge, skills and attitudes that will enable them to identify a range of psychological disorders in children, adolescents and adults,</li> <li>• basic knowledge, skills and attitudes to refer those persons who are in need of specialised counselling or therapy, and to</li> <li>• providing support for the promotion of wellness.</li> <li>• identification of psychopathology in children, adolescents and adults, and various models of wellness</li> <li>• identify psychopathology in children, adolescents and adults and offer a differential diagnosis and justify it</li> <li>• identify psychopathology in children, adolescents and adults and offer a differential diagnosis and justify it.</li> <li>• developing an intervention to promote wellness</li> <li>• practice within their scope of their practice and to adhere to ethical guidelines</li> <li>• identifying a problem on the basis of an evaluation and professional judgement and communicate their findings to other health-related professionals via a written referral for those persons who are in need of specialised interventions, counseling or therapy</li> <li>• making an appropriate referral to other health professionals or teachers for relevant higher-order interventions and support</li> <li>• the ability to identify psychopathology, formulate a definition of wellness, and has the ability to conduct appropriate wellness-promoting interventions with children and / or adults, and to make ethical referrals and to be professionally accountable for these actions-</li> </ul>			
<i>Ná voltooiing van die module behoort die student toegerus wees met:</i>			
<ul style="list-style-type: none"> <li>• basiese kennis, vaardighede en gesindhede waarmee verskeie sielkundige verstourings in kinders, adolessente en volwassenes geïdentifiseer kan word;</li> <li>• basiese kennis, vaardighede en houdings om persone wat gespesialiseerde berading of terapie benodig te verwys, en om</li> <li>• steun te verskaf wat welsyn bevorder</li> <li>• identifisering van psigopatologie in kinders, adolessente en volwassenes, asook modelle van psigologiese welstand deur hul eie navorsing op die vakgebied</li> <li>• identifiseer psigopatologie in kinders, adolessente en volwassenes en doen differensiële diagnose aan die hand en motiveer dit.</li> </ul>			

<ul style="list-style-type: none"> <li>• <i>identifisering van psigopatologie in kinders, adolessente en volwassenes</i></li> <li>• <i>ontwikkel 'n program om welstand te bevorder</i></li> <li>• <i>die bestek van hulle praktyk-raamwerk te funksioneer en etiese riglyne te volg</i></li> <li>• <i>'n probleem op grond van hulle evaluering en professionele opinie te identifiseer en hulle bevindinge skriftelik aan ander lede van die gesondheidsprofessie te kommunikeer by wyse van 'n skriftelike verwysing vir diegene wat gespesialiseerde intervensies, berading of terapie benodig</i></li> <li>• <i>'n toepaslike verwysing te maak na 'n ander lid van die gesondheidsprofessie of onderwyser te maak vir hoërde-intervensies en ondersteuning</i></li> <li>• <i>die vermoë om psigopatologie te identifiseer, welstand te definieer, en om toepaslike intervensies ter bevordering van welstand met beide kinders en volwassenes uit te voer, asook verantwoordelike verwysings te maak en om professionele verantwoordelike daarvoor te aanvaar</i></li> </ul>
<b>Method of delivery / Metode van aflewering:</b> Full-time / Voltyds
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %

<b>Module code / Module kode:</b> EPSY 622	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> Applied Learning Support in Counselling / Toegepaste Leerondersteuning in berading			
<b>Module outcomes / Module uitkomstes:</b> On completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate the skills required to support learners who experience barriers with regard to learning;</li> <li>• integrate the knowledge and skills to develop a support programme for diverse needs and barriers that learners may experience;</li> <li>• demonstrate a high level of competence in applying these specialised support programmes to the learners experiencing diverse needs and barriers to learning.</li> </ul> <i>Ná voltooiing van die module behoort die student die volgende te kan doen:</i> <ul style="list-style-type: none"> <li>• <i>nodige vaardighede toon om die prosesse van ondersteuning toe te pas op leerdere wat leerhindernisse ervaar;</i></li> <li>• <i>oor geïntegreerde kennis en vaardighede beskik om ondersteunings-programme op te stel vir 'n verskeidenheid behoeftes en hindernisse wat leerdere ervaar;</i></li> <li>• <i>oor die verlangde hoë vlak van bevoegdheid en vaardigheid te beskik wat benodig word vir die toepassing van die gespesialiseerde ondersteunings-programme vir leerdere met diverse behoeftes en leerhindernisse.</i></li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Voltyds			
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			

<b>Module code / Module kode:</b> EPSY 623	<b>Semester 2</b>	<b>20 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> Applied Counselling / Toegepaste Berading			
<b>Module outcomes / Module uitkomstes:</b> On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• knowledge and understanding of various counselling theories, methods and techniques relevant to counselling, and how to apply it in real-life counselling contexts;</li> <li>• an understanding of the complexities and uncertainties of selecting and applying appropriate counselling procedures and techniques;</li> <li>• the ability to use a range of specialised counselling skills to identify, analyse and address psychological problems, drawing systematically on the body of knowledge and methods of counselling;</li> <li>• an ability to identify and address potential ethical issues in counselling;</li> <li>• adherence to the professional code of conduct for counsellors prescribed by Professional Board for Psychology of the Health Professions Council of South Africa;</li> <li>• the ability to present and communicate academic and professional information effectively by offering creative insights, rigorous interpretations and solutions to psychological problems and issues appropriate to the counselling context;</li> <li>• ability to function effectively in a multi-professional system;</li> <li>• ability to assume responsibility for own work, decision making and use of resources in counselling contexts.</li> </ul> <i>Ná voltooiing van die module behoort die student in staat wees om aan te toon dat hy/sy:</i> <ul style="list-style-type: none"> <li>• <i>oor die kennis en begrip van verskeie beradingsteorieë, -metodes en -tegnieke beskik wat tersaaklik vir berading is en hoe om dit in lewenswerklike beradingskontekste toe te pas;</i></li> <li>• <i>begrip het vir die kompleksiteit en onsekerhede van die seleksie en toepassing van geskikte beradingsprosedures en -tegnieke;</i></li> <li>• <i>oor die vermoë beskik om 'n reeks gespesialiseerde beradingsvaardighede te gebruik om psigologiese probleme te identifiseer, analiseer en aan te spreek deur stelselmatig van die kennis en metodes van berading gebruik te maak;</i></li> <li>• <i>oor die vermoë beskik om potensiële etiese kwessies in berading te identifiseer en aan te spreek;</i></li> <li>• <i>die professionele gedragskode vir beraders soos voorgeskryf deur die Beroepsraad vir Sielkunde van die Raad vir Gesondheidsberoep van Suid-Afrika na te volg;</i></li> <li>• <i>oor die vermoë beskik om akademiese en professionele inligting effektief aan te bied en te kommunikeer by wyse van kreatiewe insigte, akkurate interpretasies en oplossings vir psigologiese probleme en kwessies wat vir die beradingskonteks tersaaklik is;</i></li> </ul>			

- oor die vermoë beskik om doeltreffend in 'n multiprofessionele stelsel te funksioneer;
- oor die vermoë beskik om verantwoordelikheid vir eie werk, besluitneming en die gebruik van ondersteuningsbronne in beradingskontekste te aanvaar.

**Method of delivery / Metode van aflewering:** Full-time / Voltyds

**Assessment modes / Asseseringsmetodes:**

Continuous Assessment 50 % / Deurlopende assessering 50 %  
Written Exam 50 % / Skriftelike eksamen 50 %

**Module code / Module kode:** EPSY 624      **Semester 2**      **20 Cr / Kr**      **NQF level / NKR-vlak: 8**

**Title / Titel:** Community Educational Psychology for Health Promotion / *Gemeenskap-Opvoedkundige Sielkunde vir Gesondheidsbevordering*

**Module outcomes / Module uitkomstes:**

On completion of the module, the student should be able to demonstrate:

- well-rounded knowledge of the theoretical underpinnings of educational psychology as contained in the ecosystemic perspective as well as the theoretical underpinnings of community psychology;
- well-rounded knowledge concerning health and health promotion and the different role-players participating in the process;
- relevant knowledge and concomitant skills in order to apply community educational psychology theory as well as health promotion principles;
- the acquired knowledge, skills and values in order to execute organizational development interventions for improving the health and well-being in various contexts;
- he acquired knowledge, skills and values in order to execute organizational development interventions for improving the health and well-being in various contexts.

*Na voltooiing van die module behoort die student in staat wees om aan te toon:*

- afgeronde kennis van die teoretiese grondslae van Opvoedkundige Sielkunde soos vervat in die eko-sistemiese perspektief, en van Gemeenskapsielkunde;
- afgeronde kennis van die beginsels van gesondheidsbevordering en van die verskillende rolspelers in die proses;
- geïntegreerde kennis en vaardighede in die toepassing van die teorie oor gemeenskapsielkunde en gesondheidsbevordering;
- toegepaste, geïntegreerde kennis, vaardigheid en houdings, sodat ontwikkelingsintervensies uitgevoer kan word om gesondheid en welsyn in verskeie kontekste te bevorder.

**Method of delivery / Metode van aflewering:** Full-time / Voltyds

**Assessment modes / Asseseringsmetodes:**

Continuous Assessment 50 % / Deurlopende assessering 50 %  
Written Exam 50 % / Skriftelike eksamen 50 %

**Module code / Module kode:** FLCE 621      **Semester 2**      **8 Cr / Kr**      **NQF level / NKR-vlak: 8**

**Title / Titel:** Facilitation and Lay Counselling for Educators / *Fasilitering en Lekeberading vir Opvoeders*

**Module outcomes / Module uitkomstes:**

On completion of the module, the student should be able to demonstrate:

- basic knowledge, skills and attitudes that will enable them to support learners who need guidance or who experience life problems, and refer those learners who are in need of specialised counseling;
- basic knowledge, skills and attitudes that will enable them to identify a range of emotional and social problems in children and adolescents, as barriers to learning, to refer those learners who are in need of specialised counseling or therapy and to provide support;
- knowledge, skills and attitudes regarding the identification of a range of emotional and social problems in children and adolescents;
- knowledge, skills and attitudes regarding the referral of those learners for specialised counseling or therapy;
- knowledge, skills and attitudes regarding the provision of support from an eco-systemic approach;
- an understanding of the complexities to decide how to support learners who need guidance or who experience life problems, and refer those learners who are in need of specialised counseling;
- an understanding of the complexity of identification of emotional and social problems in children and adolescents, as barriers to learning;
- an ability to support learners who need guidance or who experience life problems through a range of specialised skills, and refer those learners who are in need of specialised counseling;
- an ability to use a range of skills to identify emotional and social problems in children and adolescents, as barriers to learning, and to refer those learners who are in need of specialised counselling or therapy and to provide support;
- an ability to identify and address ethical issues in the helping and supporting of learners with emotional problems;
- an ability to critically review information in terms of the identification of emotional problems of learners and especially in terms of the helping process of lay counseling;
- an ability to operate within the eco-systemic framework where a huge number of factors are taken into account in the lay counseling process;
- an ability to apply learning strategies that will support the becoming of an effective lay counselor.

*Na voltooiing van die module behoort die student in staat wees om aan te toon:*

- dat basiese kennis, vaardighede en houdings geïntegreer kan word sodat leerders wat steun benodig of wat lewensprobleme ervaar, ondersteun kan word, en om daardie leerders wat gespesialiseerde berading benodig, te verwys;

<ul style="list-style-type: none"> <li>dat oor basiese kennis, vaardighede en houdings beskik word aan die hand waarvan emosionele en sosiale probleme by leerders en adolessente geïdentifiseer kan word, en om daardie leerders wat gespesialiseerde berading of terapie nodig, te verwy; </li> <li>dat kennis, vaardighede en houdings in die identifisering van emosionele en sosiale probleme by kinders en adolessente gedemonstree word; </li> <li>dat kennis, vaardighede en houdings ten opsigte van die verwysing van leerders wat gespesialiseerde berading of terapie nodig, verwerf is demonstree; </li> <li>dat kennis, vaardighede en houdings ten opsigte van ondersteuning vanuit 'n ekosistemiese perspektief verwerf is; </li> <li>watter komplekse begrip dit verg om leerders wat steun nodig of wat lewensprobleme ervaar, te ondersteun, asook om daardie leerders wat gespesialiseerde berading nodig, te verwy; </li> <li>watter komplekse begrip dit verg aan die hand waarvan emosionele en sosiale probleme by leerders en adolessente geïdentifiseer kan word, en om daardie leerders wat gespesialiseerde berading of terapie nodig, te verwy; </li> <li>die vermoë om verskeie gespesialiseerde metodes te gebruik om leerders wat steun nodig of wat lewensprobleme ervaar, te kan ondersteun, en om daardie leerders wat gespesialiseerde berading nodig, te verwy; </li> <li>die vermoë om 'n verskeidenheid vaardighede te gebruik om emosionele en sosiale probleme by leerders en adolessente te identifiseer, en om daardie leerders wat gespesialiseerde berading of terapie nodig, te verwy; </li> <li>'n vermoë om etiese kwessies te identifiseer en te hanteer gedurende die hulpverleningsproses aan leerders met emosionele problematiek; </li> <li>'n vermoë om inligting ten opsigte van die identifisering van emosionele probleme van leerders krities te evalueer en spesifiek inligting te evalueer rondom die hulpverleningsproses van leke-berading; </li> <li>'n vermoë om binne die ekosistemiese raamwerk te funksioneer waar 'n groot aantal faktore in ag geneem word in die leke-beradingsproses; </li> <li>'n vermoë om leerstrategie toe te pas wat die ontwikkeling in 'n effektiewe lekeberader sal fasiliteer.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / UODL / Voltyds / Deeltyds / EOAL			
<b>Assessment modes / Assesseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			
<b>Module code / Module kode:</b> GEOE 621	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> Teaching and Learning in Geography Education : Environmental Education / Onderrig en leer in Geografie-onderwys: Omgewingsonderwys			
<b>Module outcomes / Module uitkomstes:</b> On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>an extensive, systematic and deep knowledge with regard to the ontological and epistemological developments in Geography Education;</li> <li>the ability to implement the principles that emanate from the theories and research to the teaching, learning and assessment of Geography Education in the Intermediate, Senior and FET school phases is based;</li> <li>the ability to analyse and evaluate both complex and poorly defined problems in teaching, learning and assessment of Geography Education with the aid of the most applicable research methods, techniques and technologies, both individually and in groups, as well as the ability to suggest solutions based on theory driven proof and research findings;</li> <li>the ability to communicate information of an academic professional nature orally and in writing, with the aid of technology that is relevant to that particular context;</li> <li>The ability to approach and execute teaching, learning, assessment and research in Geography Education in an ethical and professional manner.</li> </ul> <p><i>Na voltooiing van die module behoort die student in staat wees om aan te toon:</i></p> <ul style="list-style-type: none"> <li>uitgebreide, sistematiese en diep kennis tov die ontologiese en epistemologiese ontwikkelinge in Geografie-onderwys;</li> <li>die vermoë om beginsels wat spreek uit die teorieë en navorsing op die onderrig, leer en assessering van Geografie-onderwys in die Intermediêre, Senior en VOO skoolfasies gebaseer is, te kan implementeer;</li> <li>die vermoë om komplekse en swak gedefinieerde probleme in die onderrig, leer en assessering van Geografie-onderwys met behulp van toepaslike navorsingsmetodes, -tegnieke en -tegnologie, beide individueel en in groepsverband, te kan analiseer en evalueer, en oplossings gebaseer op teoriegedrewe bewyse en navorsingsbevindinge te kan voorstel;</li> <li>die vermoë om inligting van akademies-professionele aard sowel mondeling as skriftelik met behulp van tegnologieë toepaslik vir die konteks te kan kommunikeer; en</li> <li>die vermoë om onderrig, leer, assessering en navorsing in Geografie-onderwys in 'n eties en professioneel te kan benader en uit te voer.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deeltyds			
<b>Assessment modes / Assesseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			

<b>Module code / Module kode:</b> GEOE 622	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> Information & Communication Technology (ICT) in Geography Education / <i>Inligtings- &amp; Kommunikasietegnologie (IKT) in Geografie-Onderwys</i>			
<b>Module outcomes / Module uitkomstes:</b>			
<p>On completion of the module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>a profound and extensive knowledge of ICT (the range of the ICT teaching situations and policies of first world countries) in practice-based Geography teaching;</li> <li>the ability to make an analysis of the Southern African situation, as third world country, and to compare it with first world conditions (such as the model of Great Britain) in order to plan, develop and implement strategies for the expansion of ICT in the teaching situation locally, in order to evaluate it critically and to define and justify the profile of the Geography teacher in this whole set-up;</li> <li>the ability to make a meaningful and effective analysis of the field of Geospatial technologies in Geography education and to investigate the theory and research of Geospatial technologies, as well as the evaluation of the effectiveness of the implementation of Geospatial technologies such as Google Earth in practice;</li> <li>the ability to underpin the learning theory which supports Blended Learning instruction, and to align it with teaching and learning strategies in Geography education by critically analysing it within the framework of geospatial thinking;</li> <li>the ability to develop the different aids that exist for ICT and to evaluate their applicability for the mode of delivery of particular Geography themes (as reflected in the relevant NCS);</li> <li>the ability to apply specific skills in order to reach learning outcomes in the most effective way and to demonstrate appropriate skills as regards the intended integrated applied competence in the professional management and the application of ICT in Geography teaching;</li> <li>Design a web page for your Geography classroom fully supported by web 2.0-web3.0 technologies, Mapwork and GIS should form part of the site;</li> <li>the ability to illustrate the competencies (knowledge, values and skills) in the effective implementation of digital geography and geospatial thinking in Geography teaching and learning in an integrated manner, in the application thereof in the design (and justification) of lessons for first world classrooms with alternatives for third world classrooms in Blended Learning environments.</li> </ul> <p><i>Na voltooiing van die module behoort die student in staat wees om aan te toon:</i></p> <ul style="list-style-type: none"> <li><i>'n grondige en uitgebreide kennis van IKT (die omvang van die IKT onderrigstusie en -beleide van eerste wêreldlande) in praktykgerigte Geografie-onderwys te hê;</i></li> <li><i>die vermoë om 'n analise van die Suider-Afrikaanse situasie, as derdewêreldland, te kan doen en dit te kan vergelyk met eerste wêreldtoestande (soos die model van Groot Brittanje) ten einde strategieë vir die uitbreiding in IKT in onderrig ter plaatse te kan beplan, ontwikkel en implementeer - dit krities te kan beoordeel en die profiel van die Geografie onderwyser daarin te kan definieer en motiveer;</i></li> <li><i>die vermoë om 'n sinvolle en effektiewe analise te kan maak van die landskap van Geo-ruimtelike tegnologieë in Geografie-Onderwys, die teorie en navorsing van Geo-ruimtelike tegnologieë te ondersoek, asook die effektiewe implementering van Geo-ruimtelike tegnologieë soos Google Earth in praktyk kan evalueer;</i></li> <li><i>die vermoë om die leerteorieë wat Vervlegde Leer ondersteun te kan begrond, en met onderrig- en leerstrategieë in Geografie-Onderwys te kan belyn deur dit krities te analiseer binne die raamwerk van Geo-ruimtelike denke;</i></li> <li><i>die vermoë om die verskillende hulpbronne wat vir IKT bestaan (ook web 2.0 en 2.5 tegnologieë) te kan ontgin, en toepaslikheid te evalueer vir die aflewering van Geografie-temas (uit die Nasionale Kurrikulumverklaring);</i></li> <li><i>die vermoë om met die toepassing van spesifieke vaardighede ten einde uitkomstes op die mees effektiewe wyse te bereik en tydens die beoogde geïntegreerde assessering bevoegdheids in die professionele hantering en aanwending van IKT in Geografie onderwys te kan demonstree; (e) • Die ontwerp van 'n webblad om die Kurrikulum in geheel om gedeeltes daarvan te ondersteun ten volle met IKT (web 2.0 en 2.5 tegnologieë) geïntegreer waarvan Kaartwerk en GIS ook deel moet wees;</i></li> <li><i>die vermoë om die bevoegdheids (kennis, waardes en vaardighede) in die effektiewe implementering van digitale geografie, geo-ruimtelike denke en Vervlegde Leer in Geografie-Onderwys geïntegreerd te kan illustreer in die toepassing daarvan in die ontwerp (en motivering) van lesse vir eerstepêreld-klaskamers met alternatiewe vir derdewêreld-klaskamers.</i></li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deeltyds			
<b>Assessment modes / Assesseringsmetodes:</b>			
Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			
<b>Module code / Module kode:</b> HISE 611	<b>Semester 1</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> Historical writing and history teaching trends in South Africa: a historiographical reconnaissance / <i>Geskiedskrywing en geskiedenis onderrig tendense in Suid-Afrika: 'n historiografiese verkenning</i>			
<b>Module outcomes / Module uitkomstes:</b>			
<p>After successful completion of this module, the students need to demonstrate:</p> <ul style="list-style-type: none"> <li>a wide-range of knowledge and knowledge literacy with regards to world-wide trends and developments in historical writing and history teaching since the 19th Century , the latter with particular emphasis on South Africa (the Further Education Phase as well as the Higher Education and Training phase);</li> <li>an informed and critical understanding on the possible impact of political change or/and progress or/and ideologies of the day on teaching History in South Africa;</li> <li>a critical analyses, syntheses and evaluations of several past and present history curricula in the FET Phase level and determine their value and/or shortcomings in the teaching methodology of History on the FET-level;</li> <li>an ability to skillfully and professionally investigate and argue the career value of teaching History from literature;</li> </ul>			

<ul style="list-style-type: none"> <li>an ability to take responsibility in using sources scrupulously and to make accountable, ethically based and professional decisions.</li> </ul> <p><i>Na die suksesvolle voltooiing van hierdie module, moet die studente kan demonstree:</i></p> <ul style="list-style-type: none"> <li>'n wye verskeidenheid van kennis en kennisgeletterdheid met betrekking tot wêreldwye tendense en ontwikkelings in die geskiedskrywing en geskiedenis- onderrig sedert die 19de eeu (laasgenoemde met spesifieke klem op Suid-Afrika, die Verdere Onderwys Fase sowel as die Hoër Onderwys en Opleiding fase); 'n ingeligte en kritiese begrip oor die maatskappij se politieke verandering en / of vordering en / of ideologieë van die dag op die onderrig van Geskiedenis in Suid-Afrika;</li> <li>'n kritiese analise, sintese en evaluering van verskeie geskiedenis- en onderrig- kurrikula van die verlede en hede in die VOO-fase en om hul waarde en / of tekortkominge in die onderrigmetodiek van Geskiedenis op die VOO-vlak te bepaal;</li> <li>'n vermoë om op bekwaame en professionele wyse in die literatuur te ondersoek en te argumenteer die loopbaanwaarde van Geskiedenis-onderrig;</li> <li>'n vermoë om verantwoordelikheid te neem om met bronne nougeset en met omsigtigheid om te gaan, en om verantwoordbare, eties gebaseerde en professionele besluite te neem.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deeltyds			
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			
<b>Module code / Module kode:</b> HISE 621	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> Teaching, Learning and Assessment in History Education / Onderrig, Leer en Assesering in Geskiedenis-onderrig			
<p><b>Module outcomes / Module uitkomstes:</b> After successful completion of this module, the students need to demonstrate:</p> <ul style="list-style-type: none"> <li>the ability to illustrate and apply comprehensive and systematic knowledge of the CAPS document and other related educational policy documents regarding teaching, learning and assessment of history for grades 10-12;</li> <li>an extensive and in-depth knowledge with regard to investigating, analysing and evaluating the nature and issues regarding the teaching, learning and assessment of History as a school subject both nationally and internationally with the help of the most appropriate research methods, techniques and technologies individually and in group context;</li> <li>an informed and critical understanding of the theoretical underpinnings of assessment and how it relates to and impacts on sound assessment practices in history teaching;</li> <li>an knowledgeable and critical judgement in the application of the knowledge and skills to be able to plan and successfully implement teaching, learning and assessment strategies in the history class; and as a professional leader;</li> <li>the ability to identify, address and implement norms and values prescribed by the Education Departement.</li> </ul> <p><i>Na die suksesvolle voltooiing van hierdie module, moet die studente kan demonstree:</i></p> <ul style="list-style-type: none"> <li>die vermoë om 'n omvattende en sistematiese kennis van die CAPS dokument en ander verwante onderwysbeleidsdokumente rakende onderrig, leer en assessering van die geskiedenis vir grade 10-12 te illustreer en toe te pas;</li> <li>'n uitgebreide en in-diepte kennis met betrekking tot die ondersoek, ontleding en evaluering van die aard en kwessies rakende die onderrig, leer en assessering van Geskiedenis as skoolvak beide nasionaal en internasionaal met behulp van die mees toepaslike navorsingsmetodes, tegnieke en tegnologieë individueel en in groepsverband;</li> <li>'n ingeligte en kritiese begrip van die teoretiese begronding van assessering en hoe dit verband hou met en impakteer op gesonde assesseringspraktyke in die onderrig van geskiedenis;</li> <li>'n kundige en kritiese oordeel in die toepassing van die kennis en vaardighede om in staat wees om te beplan en suksesvol te implementeer onderrig, leer en assesseringstrategieë in die geskiedenisklas; en</li> <li>as 'n professionele leier;</li> <li>die vermoë om norme en waardes wat deur die Departement van Onderwys voorgeskryf is, te identifiseer, adresseer en te implementeer.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deeltyds			
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			
<b>Module code / Module kode:</b> HISE 622	<b>Semester 2</b>	<b>8 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> South African Heritage and Indigenous Knowledge Systems in History Education / Suid-Afrikaanse Erfenis en Inheemse kennisstelsels in Geskiedenis-onderrig			
<p><b>Module outcomes / Module uitkomstes:</b> After successful completion of this module, the students need to demonstrate:</p> <ul style="list-style-type: none"> <li>a fundamental understanding of heritage and formulate a worldview informed by multicultural and global perspectives;</li> <li>an informed and critical understanding and appreciation of the South African heritage and apply appropriate methods of inquiry and draw on a broad foundation of relevant knowledge and experience from various regions within the context of the history school curriculum;</li> <li>the ability to effectively and professionally analyse and integrate Indigenous Knowledge Systems and environmental education in History education;</li> <li>a knowledgeable and critical judgement in identifying opportunities for integrating relevant aspects of heritage and indigenous knowledge into approaches to teaching and learning within the History school curriculum;</li> </ul>			



<ul style="list-style-type: none"> <li>the ability to engage as an ethical member of the global and local community, acting with compassion and integrity, striving for social and environmental justice; and</li> <li>the ability to professionally present academic information as a creative writer and critical thinker promoting the role of leader and team member.</li> </ul> <p><i>Na die suksesvolle voltooiing van hierdie module, moet die studente kan demonstree:</i></p> <ul style="list-style-type: none"> <li>'n fundamentele begrip van erfenis en formuleer 'n wêreldbeskouing gegrond op multikulturele en internasionale perspektiewe;</li> <li>'n ingeligte en kritiese begrip en waardering van die Suid-Afrikaanse erfenis en toepaslike metodes van ondersoek toe te pas, gegrond op 'n breë grondslag van relevante kennis en ervaring van verskeie streke in die konteks van die geskiedenis skoolkurrikulum;</li> <li>die vermoë om effektief en professioneel te analiseer en te integreer Inheemse Kennisstelsels en omgewingsopvoeding in Geskiedenis-onderwys;</li> <li>'n kundige en kritiese oordeel in die identifisering van geleenthede vir die integrasie van relevante aspekte van erfenis en inheemse kennis in die benaderings tot onderrig en leer binne die Geskiedenis skoolkurrikulum;</li> <li>die vermoë om betrokke te raak as 'n etiese lid van die globale en plaaslike gemeenskap, wat met deernis en integriteit, strewende na sosiale en omgewingsgeregtigheid, en</li> <li>die vermoë om professioneel inligting aan te bied as 'n kreatiewe skrywer en kritiese denker in die bevordering van die rol van leier en lid van die span.</li> </ul>
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deeltyds
<b>Assessment modes / Assesseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %

<b>Module code / Module kode:</b> IELS 671	<b>Semester 1 &amp; 2</b>	<b>32 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> Inclusive Education and Learning Support / Inklusiewe onderwys en Leerderondersteuning			
<b>Module outcomes / Module uitkomstes:</b> On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>an integrated and in-depth knowledge as well as a broad and comprehensive understanding of the range of Inclusive education theoretical perspectives;</li> <li>integrated knowledge and skills to analyse and evaluate different Inclusive Education theoretical perspectives critically;</li> <li>a high level of competence to apply the different Inclusive Education theoretical perspectives in a variety of contexts;</li> <li>integrated knowledge and skills to analyse and critically evaluate various learning support approaches and techniques within an Inclusive Education approach regarding learners' diverse needs in a variety of contexts;</li> <li>integrated knowledge of the different phases in the learner support process and its application to the planning of support for learners who experience barriers to learning;</li> <li>an appropriate professional attitude towards ethical principles which relate to Inclusive Education's theoretical perspectives as well as learning support approaches and techniques</li> </ul> <p><i>Na voltooiing van die module behoort die student in staat wees om aan te toon:</i></p> <ul style="list-style-type: none"> <li>'n geïntegreerde en in-diepte kennis sowel as 'n omvattende begrip van die omvang van die teorieë oor Inklusiewe Onderwys;</li> <li>geïntegreerde kennis en vaardighede om verskillende Inklusiewe Onderwys teoretiese perspektiewe krities te analiseer en te evalueer;</li> <li>'n hoë vlak van bevoegdheid om die verskillende Inklusiewe Onderwys teoretiese perspektiewe in 'n verskeidenheid kontekste toe te pas;</li> <li>geïntegreerde kennis en vaardighede om verskeie leerderondersteuningsbenaderings en tegnieke in 'n inklusiewe onderwys benadering ten opsigte van leerders se diverse behoeftes in 'n verskeidenheid van kontekste te analiseer en krities te evalueer;</li> <li>geïntegreerde kennis van die verskillende fases in die leerderondersteuningsproses en die toepassing daarvan op die beplanning van ondersteuning vir leerders met hindernisse tot leer;</li> <li>'n toepaslike professionele houding teenoor etiese beginsels wat verband hou met die teoretiese perspektiewe van Inklusiewe Onderwys sowel as leerderondersteuning benaderings en tegnieke</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / UODL / Voltyds / Deeltyds / EOAL			
<b>Assessment modes / Assesseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			

<b>Module code / Module kode:</b> LIFE 621	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> Environmental Education for Life Sciences Teaching / Omgewingsopvoeding vir Lewenswetenskappe-onderrig			
<b>Module outcomes / Module uitkomstes:</b> By the end of the module, students should be equipped to: <ul style="list-style-type: none"> <li>define and explain the definition of environment and the approach to the concept environmental education as education OF (knowledge), IN (skills) and FOR (attitudes) the environment and to evaluate the implications thereof critically for the teaching of environmental studies as sub-discipline of Life Sciences;</li> <li>act as empowered Life Science teachers as school-based curriculum experts;</li> <li>apply environmental education to make students aware of the fact that the natural resources available can be utilised in a sustainable manner;</li> <li>evaluate the importance of the environmental policy of the school- or classroom and to be able to set an environmental policy for the school;</li> </ul>			

- develop a comprehensive learner activity in environmental studies, which will create awareness in students about the current debate on the environment and environmental education in a holistic and practical manner;
- realise and appreciate the importance of positive dispositions and attitudes, in order to act as a school-based curriculum expert.

*Aan die einde van die module behoort die studente:*

- die omgewing te kan definieer en die difinisie te kan verduidelik sowel as die benadering tot omgewingsopvoeding as opvoeding IN (kennis), OOR (vaardighede) en VIR (waardes) die omgewing te kan verduidelik, en die implikasies daarvan krities te evalueer in die onderrig daarvan as subdissipline van Lewenswetenskappe;
- as bemaatigde Lewenswetenskappe-onderwysers en kurrikulumdeskundiges te kan optree;
- omgewingsopvoeding kan toepas deur leerders bewus te maak dat natuurlike hulpbronne op 'n volhoubare wyse benut moet word;
- die waarde van 'n omgewingsbeleid vir 'n skool of klaskamer te evalueer en 'n omgewingsbeleid vir 'n skool te kan opstel;
- 'n omvattende leerderaktiwiteit in omgewingstudies te kan ontwikkel waartydens leerders op 'n holistiese en praktiese wyse bewus sal word van die huidige debat oor die omgewing en omgewingsopvoeding;
- die belangrikheid van 'n positiewe ingesteldheid en houding om as kurrikulumdeskundige te kan optree, te besef en waardeer.

**Method of delivery / Metode van aflewering:** Full-time / Part-time / Voltyds / Deeltyds

**Assessment modes / Asseseringsmetodes:**

Continuous Assessment 50 % / Deurlopende assessering 50 %  
Written Exam 50 % / Skriftelike eksamen 50 %

**Module code / Module kode:** LIFE 622

**Semester 2**

**16 Cr / Kr**

**NQF level / NKR-vlak: 8**

**Title / Titel:** Interdisciplinary perspectives on core aspects in bioethics / *Interdissiplinêre perspektiewe in kernaspekte in Bioetiek*

**Module outcomes / Module uitkomstes:**

By the end of the module, students should be equipped:

- to demonstrate a well-developed, grounded and systematic knowledge of bioethical questions including the evolution theory as these themes manifest in the Life Sciences NCS, using suitable research methods and philosophical paradigms by finding and organizing available information and evaluating it from an interdisciplinary perspective;
- with the ability to identify and solve problems with regard to bioethical questions and the evolution theory in practice (the Life Sciences classroom) as well as to plan activities that support the comprehensive comprehension of ideas, theories, principles and rules within the themes;
- with the ability to use problem solving skills regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above in order to facilitate the thinking processes of students in the Life Sciences classroom and communication of viewpoints regarding bioethical questions within a democratic environment;
- to investigate critically and creatively, from a personal value system (that displays respect for life and the created reality), bioethical questions and the evolution theory as it manifests in the Life Sciences NCS and to display an appreciation for the contribution that indigenous knowledge systems may make in these themes.

*Aan die einde van die module behoort die studente*

- 'n goed ontwikkelde, begronde en sistematiese kennis van bio-etiese kwessies, insluitende die evolusieteorie, soos wat hierdie kwessies in die Lewenswetenskappe-NKV manifesteer, te demonstree deur gebruik te maak van gepaste navorsingsmetodes en filosofiese paradigmas, deur beskikbare inligting te vind en te organiseer en uit 'n interdissiplinêre perspektief te evalueer;
- oor die vermoë te beskik om bio-etiese vrae en die evolusieteorie in praktyk (die Lewenswetenskappe-klaskamer), te identifiseer en probleme op te los asook om aktiwiteite te beplan wat die omvattende begrip van idees, teorieë, beginsels en wette ondersteun;
- in staat te wees om probleemoplossingsvaardighede in die beplanning en aanbieding van lesse en praktiese sessies te gebruik binne die konteks van die teoretiese temas soos bo genoem;
- uit 'n persoonlike waardesistiem (wat respek vir lewe en die skeppingsrealiteit openbaar) bio-etiese vrae en die evolusieteorie, soos dit in die Lewenswetenskappe-NKV manifesteer, krities en kreatief te ondersoek en om 'n waardering te toon vir die bydrae wat inheemse kennisisteme tot hierdie temas gelewer het.

**Method of delivery / Metode van aflewering:** Full-time / Part-time / Voltyds / Deeltyds

**Assessment modes / Asseseringsmetodes:**

Continuous Assessment 50 % / Deurlopende assessering 50 %  
Written Exam 50 % / Skriftelike eksamen 50 %

**Module code / Module kode:** LOHO 611

**Semester 1**

**16 Cr / Kr**

**NQF level / NKR-vlak: 8**

**Title / Titel:** Theories and Perspectives / *Teorieë en Perspektiewe*

**Module outcomes / Module uitkomstes:**

On completion of the module, the student should be able to demonstrate:

- apply knowledge of Life Orientation in Education;
- demonstrate an understanding of the theories and perspectives, research methodologies, methods and techniques relevant to the field of Life Orientation; as well as an understanding of how to apply such knowledge in the particular context of Education;
- an ability to use a range of specialised skills to identify, analyse and address complex problems in the field of Life Orientation;

- an ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to specific contexts of Education;
- an ability to critically review information gathering and management processes in Life Orientation contexts in order to develop creative responses to problems and issues;
- an ability to present and communicate academic and professional ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to the context of Life Orientation;
- an ability to operate effectively within a system, or manage a system based on an understanding of the roles and relationships between elements within the system;
- an understanding to manage and function effectively within a team or educational context, monitor progress, take responsibility for performance and demonstrate a critical understanding of the various role players involved in order to solve complex Life Orientation problems; and
- to take accountability and responsibility for own learning progress and apply relevant learning strategies in a professional and ongoing manner.

*Ná voltooiing van die module behoort die student die volgende te kan demonstree:*

- *pas kennis van Lewensoriëntering in Onderwys toe;*
- *demonstreeer 'n begrip van die teorieë en perspektiewe, navorsingsmetodologieë, metodes en tegnieke tersaaklik op die gebied van Lewensoriëntering; asook 'n begrip van hoe om sodanige kennis in die besondere konteks van Onderwys toe te pas;*
- *'n vermoë om 'n reeks gespesialiseerde vaardighede aan te wend om ingewikkelde probleme op die gebied van Lewensoriëntering te identifiseer, te ontleed en aan te spreek;*
- *'n vermoë om etiese kwessies, gegrond op kritiese besinning oor die geskiktheid van verskillende etiese waardestelsels vir spesifieke kontekste van Onderwys, te identifiseer en aan te spreek;*
- *'n vermoë om inligtingversameling en bestuursprosesse in Lewensoriënteringskontekste krities te oorweeg om kreatiewe response op probleme en kwessies te ontwikkel;*
- *'n vermoë om akademiese en professionele idees en tekste doeltreffend aan 'n omvang gehore aan te bied en te kommunikeer deur kreatiewe insigte, nougesette vertolkings van en oplossings vir probleme en kwessies toepaslik tot die konteks van Lewensoriëntering te bied;*
- *'n vermoë om doeltreffend binne 'n stelsel te funksioneer, of 'n stelsel gegrond op 'n begrip van die rolle van en verwantskappe tussen elemente binne die stelsel te bestuur;*
- *'n begrip van doeltreffende bestuur en funksionering binne 'n span of onderwyskonteks, vordering te monitor, verantwoordelikheid te aanvaar vir prestasie en 'n kritiese begrip van die verskillende betrokke rolspelers te demonstreeer om ingewikkelde Lewensoriënteringsprobleme op te los, en*
- *aanspreeklikheid en verantwoordelikheid te aanvaar vir eie leervordering en toepaslike leerstrategieë op 'n professionele en deurlopende wyse toe te pas.*

**Method of delivery / Metode van aflewering:** Full-time / Part-time / UODL / Voltyds / Deeltyds / EOAL

**Assessment modes / Assesseringsmetodes:**

Continuous Assessment 50 % / Deurlopende assessering 50 %

Written Exam 50 % / Skriftelike eksamen 50 %

**Module code / Module kode:** LOHO 621    **Semester 2**    **16 Cr / Kr**    **NQF level / NKR-vlak: 8**

**Title / Titel:** Life Orientation Pedagogies / Lewensoriënteringpedagogiek

**Module outcomes / Module uitkomstes:**

After successful completion of this module, the student should demonstrate:

- Integrated knowledge and a clear, coherent and critical understanding of diversity as well as the proficiency to critically review current theories and literature in order to develop creative responses related to this field;
- A critical analysis of and the ability to use and address complex or abstract problems through the application of appropriate teaching-learning discourses;
- Skills to critically access, process and manage information from a variety of sources in order to offer creative insights and rigorous interpretations with regard to education for all;
- The capability to identify and address ethical issues based on critical reflection in the choice and application of a variety of research strategies;
- Accountability through decision-making, and taking full responsibility for his/her work.

*Ná suksesvolle voltooiing van hierdie module moet die student die volgende kan demonstree:*

- *Geïntegreerde kennis en 'n duidelike, samehangende en kritiese begrip van diversiteit sowel as die vaardigheid om huidige teorieë en literatuur krities te evalueer ten einde kreatiewe response verwant aan dié veld te ontwikkel;*
- *'n Kritiese analise van en die vermoë om komplekse of abstrakte probleme te gebruik en aan te roer deur die toepassing van toepaslike onderrig-leer-diskoerse;*
- *Vaardighede om inligting uit 'n verskeidenheid bronne te assesseer, prosesseer en te bestuur ten einde kreatiewe insigte en nougesette interpretasies rakende onderwys vir almal te bied;*
- *Die vermoë om etiese kwessies te identifiseer en aan te roer gebaseer op kritiese refleksie in die keuse en toepassing van 'n verskeidenheid navorsingstrategieë;*
- *Verantwoordbaarheid deur middel van besluitneming, en die neem van volle verantwoordelikheid vir sy/haar werk.*

**Method of delivery / Metode van aflewering:** Full-time / Part-time / UODL / Voltyds / Deeltyds / EOAL

**Assessment modes / Assesseringsmetodes:**

Continuous Assessment 50 % / Deurlopende assessering 50 %

Written Exam 50 % / Skriftelike eksamen 50 %

<b>Module code / Module kode:</b> LOHO 622	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> Community Engagement / <i>Gemeenskapsverbintenis</i>			
<b>Module outcomes / Module uitkomstes:</b>			
By the end of the module, students should be equipped:			
<ul style="list-style-type: none"> <li>to demonstrate a well-developed, grounded and systematic knowledge of bioethical questions including the evolution theory as these themes manifest in the Life Sciences NCS, using suitable research methods and philosophical paradigms by finding and organizing available information and evaluating it from an interdisciplinary perspective;</li> <li>with the ability to identify and solve problems with regard to bioethical questions and the evolution theory in practice (the Life Sciences classroom) as well as to plan activities that support the comprehensive comprehension of ideas, theories, principles and rules within the themes;</li> <li>with the ability to use problem solving skills regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above in order to facilitate the thinking processes of students in the Life Sciences classroom and communication of viewpoints regarding bioethical questions within a democratic environment;</li> <li>to investigate critically and creatively, from a personal value system (that displays respect for life and the created reality), bioethical questions and the evolution theory as it manifests in the Life Sciences NCS and to display an appreciation for the contribution that indigenous knowledge systems may make in these themes.</li> </ul>			
<i>Na suksesvolle voltooiing van hierdie module moet die student die volgende kan demonstreer:</i>			
<ul style="list-style-type: none"> <li><i>geïntegreerde kennis van en betrokkenheid by die doel, beginsels, konsepte en teorieë van interaksie met gemeenskappe in die plaaslike Lewensoriëntering-konteks, asook 'n begrip van wêreldwyse gemeenskapsinteraksie inisiatiewe;</i></li> <li><i>die vermoë om 'n verskeidenheid uitdagings, wat 'n gemeenskap se sosiologiese welstand binne die gebied van gemeenskapsverbintenis belemmer, krities te ondersoek, en hierdie gemeenskapsbetrokkenheid krities te evalueer en beoordeel;</i></li> <li><i>die vermoë om 'n reeks verskillende maar toepaslike gemeenskapsinteraksie modelle te selekteer, evalueer en toe te pas om krities na te dink oor ingewikkelde sosiologiese kwessies en uitdagings en dit te hanteer, en om tot 'n positiewe verandering in die praktyk van volhoubare ontwikkeling by te dra, en</i></li> <li><i>die vermoë om sensities te wees vir etiese optrede in gemeenskapsinteraksie.</i></li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / UODL / Voltyds / Deeltyds / EOAL			
<b>Assessment modes / Assesseringsmetodes:</b>			
Project report 100% / <i>Projekverslag 100%</i>			

<b>Module code / Module kode:</b> LOHO 671	<b>Semester 1 &amp; 2</b>	<b>32 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> Guidance and Support / <i>Begeleiding en ondersteuning</i>			
<b>Module outcomes / Module uitkomstes:</b>			
By the end of the module, students should be equipped:			
<ul style="list-style-type: none"> <li>to demonstrate a well-developed, grounded and systematic knowledge of bioethical questions including the evolution theory as these themes manifest in the Life Sciences NCS, using suitable research methods and philosophical paradigms by finding and organizing available information and evaluating it from an interdisciplinary perspective;</li> <li>with the ability to identify and solve problems with regard to bioethical questions and the evolution theory in practice (the Life Sciences classroom) as well as to plan activities that support the comprehensive comprehension of ideas, theories, principles and rules within the themes;</li> <li>with the ability to use problem solving skills regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above in order to facilitate the thinking processes of students in the Life Sciences classroom and communication of viewpoints regarding bioethical questions within a democratic environment;</li> <li>to investigate critically and creatively, from a personal value system (that displays respect for life and the created reality), bioethical questions and the evolution theory as it manifests in the Life Sciences NCS and to display an appreciation for the contribution that indigenous knowledge systems may make in these themes.</li> </ul>			
<i>Na suksesvolle voltooiing van die module moet die studente die volgende kan demonstreer:</i>			
<ul style="list-style-type: none"> <li><i>'n geïntegreerde kennis en kritiese begrip van persoonlike ontwikkeling, begeleidings- en ondersteuningsprosesse, hoe om veranderingsagentie te wees en welstand te bevorder;</i></li> <li><i>betrokkenheid by en die toepassing van bogenoemde wat op die Lewensoriëntering-onderwyser betrekking het;</i></li> <li><i>'n vermoë om veelvuldige kennisbronne op die gebied van Lewensoriëntering krities te ondersoek en daardie kennis, asook die manier waarop daardie kennis geproduseer is, krities te evalueer en te beoordeel;</i></li> <li><i>die vermoë om 'n reeks verskillende, maar toepaslike begeleidings- en ondersteuningsvaardighede, intervensiemetodes en wetenskaplike ondersoekmetodes (deelnemende aksienavorsing) te selekteer, te evalueer en toe te pas om oor komplekse of abstrakte probleme na te dink met die doel om tot 'n positiewe verandering binne die praktyk by te dra;</i></li> <li><i>die vermoë om krities te kyk na eie en ander se etiese gedrag binne verskillende kulturele en sosiale omgewings, en om waar nodig veranderinge in optrede te bewerkstellig; en</i></li> <li><i>om doeltreffend binne 'n span/groep/sisteem te werk en laasgenoemde in enige gegewe dissipline-verwante konteks te bestuur, ten einde begeleidings- en ondersteuningsprobleme aan te spreek, die vordering van die span/groep/proses te monitor en verantwoordelikheid vir taakuitkomste en die aanwending van toepaslike hulpbronne te neem.</i></li> </ul>			

<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / UODL / Voltyds / Deelytds / EOAL			
<b>Assessment modes / Asseseringsmetodes:</b> Project report 100% / Projekverslag 100%			
<b>Module code / Module kode:</b> LTCA 671	<b>Semester 1 &amp; 2</b>	<b>24 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> <i>Developing and Implementing Curricula and Assessment in Language Teaching</i>			
<b>Module outcomes / Module uitkomstes:</b> On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• knowledge of the nature and foundations of language policy and planning as well as the relationship between them;</li> <li>• a critical chronological overview of the development of language curriculum theory and its impact on language curriculum design and language assessment practice in South Africa and internationally;</li> <li>• the complex nature of the integration of assessment of learning and assessment for learning;</li> <li>• integrated knowledge from recent research on controversial aspects of curriculum, assessment and technology in language teaching;</li> <li>• in-depth knowledge and skills in terms of teachers' ethical and professional responsibilities regarding assessment approaches and practices;</li> <li>• an ability to use a range of specialised skills to identify, analyse and address complex problems drawing systematically from knowledge and methods appropriate to the use of multimedia and technology in language teaching;</li> <li>• relevant national policy documents on assessment and demonstrate an ability to operate within the national language assessment systems as governed by these national policy documents.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deelytds			
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			
<b>Module code / Module kode:</b> LTRF 621	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> Foundations of Reading			
<b>Module outcomes / Module uitkomstes:</b> On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• Specialised knowledge of and expertise in theories of reading; evidence-based research in the fundamental cognitive elements of reading and reading instructional practices as well as of variables affecting reading achievement</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deelytds			
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			
<b>Module code / Module kode:</b> LTLL 611	<b>Semester 1</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> Language and Literature Studies			
<b>Module outcomes / Module uitkomstes:</b> On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• in-depth knowledge and interpretation of the fundamentals in prominent English literature texts;</li> <li>• applied knowledge of research methodology in literature;</li> <li>• insights into literature teaching theories and techniques;</li> <li>• the ability to acquire and select a range of appropriate literature research enquiry skills;</li> <li>• the ability to address ethical issues like plagiarism within the writing and literature domain;</li> <li>• the ability to synthesise information gained from multiple literature resources and research findings;</li> <li>• accountability and responsibility for own learning progress and research skills.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deelytds			
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			
<b>Module code / Module kode:</b> MATD 611	<b>Semester 1</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> <i>Mathematics Education in Perspective / Wiskunde-Onderwys in Perspektief</i>			
<b>Module outcomes / Module uitkomstes:</b> On completion of this module, students demonstrate that they have acquired comprehensive knowledge and understanding, high-level skill, and appropriate dispositions and values with respect to: <ul style="list-style-type: none"> <li>• the origin, development and cultural determination of mathematics and mathematics education as human activities and fields of study;</li> <li>• exemplars of fundamental philosophical, cultural, theoretical and practical perspectives on and in the fields of mathematics and mathematics education;</li> <li>• an own grounded view of mathematics and mathematics education.</li> </ul> <i>Students demonstreer omvattende kennis en begrip, hoëvlak vaardigheid en gepaste ingesteldhede en waardes met betrekking tot:</i> <ul style="list-style-type: none"> <li>• <i>die oorsprong, ontwikkeling en kulturele bepaling van wiskunde en wiskunde-onderwys as menslike handeling en velde van ondersoek;</i></li> </ul>			

- eksemplare van fundamentele filosofiese, kulturele, teoretiese en praktiese perspektiewe op en in die velde van wiskunde en wiskunde-onderwys;
- 'n eie begroonde beskouing oor wiskunde en wiskunde-onderwys.

**Method of delivery / Metode van aflewering:** Full-time / Part-time / UODL / Voltyds / Deeltyds / EOAL  
**Assessment modes / Assesseringsmetodes:**  
 Continuous Assessment 50 % / Deurlopende assessering 50 %  
 Written Exam 50 % / Skriftelike eksamen 50 %

<b>Module code / Module kode:</b> MATD 622	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
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**Title / Titel:** Mathematics Learning and Teaching / Wiskundeleer en –Onderrig  
**Module outcomes / Module uitkomstes:**  
 On completion of this module, students demonstrate that they have acquired comprehensive knowledge and understanding, high-level skill, and appropriate dispositions and values with respect to:

- a global as well as a South African perspective on various approaches to school mathematics education;
- the identification, critical analysis and evaluation of existing and new teaching-learning approaches with respect to mathematics education;
- theoretical and practical aspects relating to the characteristics of effective mathematics learning and teaching;
- factors that influence or determine the quality of mathematics learning and teaching.

*Studente demonstreer omvattende kennis en begrip, hoëvlak vaardigheid en gepaste ingesteldhede en waardes met betrekking tot:*

- 'n globale sowel as 'n Suid-Afrikaanse perspektief op verskillende benaderings tot skoolwiskunde-onderwys;
- die identifisering, kritiese ontleding en evaluering van bestaande en nuwe onderrig-leerbenaderings met betrekking tot wiskunde-onderwys;
- teoretiese en praktiese aspekte wat met die kenmerke van effektiewe wiskundeleer en -onderrig verband hou;
- faktore wat die gehalte van wiskundeleer en -onderrig beïnvloed of bepaal.

**Method of delivery / Metode van aflewering:** Full-time / Part-time / UODL / Voltyds / Deeltyds / EOAL  
**Assessment modes / Assesseringsmetodes:**  
 Continuous Assessment 50 % / Deurlopende assessering 50 %  
 Written Exam 50 % / Skriftelike eksamen 50 %

<b>Module code / Module kode:</b> MATE 671	<b>Semester 1 &amp; 2</b>	<b>32 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
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**Title / Titel:** Mathematical knowledge for teaching / Wiskundekennis vir Onderwys  
**Module outcomes / Module uitkomstes:**  
 On completion of this module, students demonstrate that they have acquired comprehensive knowledge and understanding, high-level skill, and appropriate dispositions and values with respect to:

- theoretical and empirical underpinnings of the concepts of Mathematical Knowledge for Teaching (MKT) and Mathematical Content Knowledge for Teaching (MCKT);
- the inter-related coherence of MCK, MCKT and other forms of knowledge required for mathematics teaching;
- conceptual areas, and key concepts and processes relating to a chosen level of mathematics education;
- the technologies and tools of the field of mathematics and mathematics education.

*Studente demonstreer omvattende kennis en begrip, hoëvlak vaardigheid en gepaste ingesteldhede en waardes met betrekking tot:*

- teoretiese en empiriese gronde van die konsepte Wiskundige Kennis vir Onderwys (WKO) en Wiskunde-inhoudskennis vir Onderwys (WIKO);
- die onderlinge samehang van WKO en WIKO en ander vorme van kennis wat vir die onderrig van wiskunde noodsaaklik is;
- konseptuele areas en kernkonsepte en -prosedures wat met die gekose vlak van wiskunde-onderwys verband hou;
- die tegnologieë en gereedskap van die wiskunde- en wiskunde-onderwysvelde

**Method of delivery / Metode van aflewering:** Full-time / Part-time / UODL / Voltyds / Deeltyds / EOAL  
**Assessment modes / Assesseringsmetodes:**  
 Continuous Assessment 50 % / Deurlopende assessering 50 %  
 Written Exam 50 % / Skriftelike eksamen 50 %

<b>Module code / Module kode:</b> OMB0 613	<b>Semester 1</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
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**Title / Titel:** Introduction to GIS / Inleiding tot GIS  
**Module outcomes / Module uitkomstes:**  
 At the end of the module the student should be able to demonstrate:

- an integrated knowledge of and engagement in GIS and critical understanding and application of theories and techniques relevant to GIS;
- the ability to collect and manage spatial data in both file format and database management format and understand the complex nature of spatial data and how they are different from non-spatial data;
- the ability to select, apply and critically judge the effectiveness of spatial data with a view to map making;
- a critical understanding of how GIS aids in management decisions;
- the ability to analyze, select and effectively apply scientific research methods to address spatial problems and then communicate the research findings in an appropriate academic format.

*Aan die einde van die module moet die student in staat wees om die volgende te demonstreer:*

- geïntegreerde kennis van en betrokkenheid in GIS en 'n kritiese begrip en toepassing van teorieë en tegnieke relevant tot GIS;

<ul style="list-style-type: none"> <li>• die vermoë om ruimtelike data in te samel en te bestuur in beide lêerformaat en in 'n databasisbestuursselformaat en die komplekse aard van ruimtelike data en hoe dit verskil van nie-ruimtelike data te verstaan;</li> <li>• die vermoë om toepaslike ruimtelike data te kan selekteer en die effektiwiteit daarvan krities te beoordeel met die oog op kaartproduksie;</li> <li>• kritiese begrip toon van hoe GIS bestuursbesluite kan ondersteun;</li> <li>• die vermoë om wetenskaplike navorsings metodes te analiseer, te selekteer en effektief toe te pas op ruimtelike probleme en die bevindinge op 'n toepaslike akademiese wyse te kommunikeer.</li> </ul>
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deelyds
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %

<b>Module code / Module kode:</b> OMBO 621	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
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<b>Title / Titel:</b> Hydro Geography (See Environmental Science Calendar) / Hidro-Geografie (Sien Omgewingswetenskappe Kalender)
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<p><b>Module outcomes / Module uitkomstes:</b> On completion of the module, the candidates should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• integrated knowledge of and a critical understanding regarding aspects relevant to hydrology and integrated water resources management of the scarce resource according to the principles of equity, sustainability and efficiency;</li> <li>• the ability to interrogate multiple sources of knowledge in hydrology and integrated water resources management, and to evaluate knowledge and processes of knowledge production;</li> <li>• the ability to apply and critically judge the effectiveness of the implementation of a range of relevant methods, systems and procedures required to solve practical and theoretical problems in hydrology and integrated water resources management;</li> <li>• the ability to identify, critically reflect on and effectively solve problems related to hydrology and integrated water resources management;</li> <li>• ability to analyse, select and apply scientific research methods to address hydrological and integrated water resources management problems and then to communicate the findings in an academically appropriate format;</li> <li>• demonstrate an ability to act as an expert in the field of hydrology and integrated water resources management;</li> <li>• the ability to take full responsibility for his/her work and to recognise the moral and ethical issues that relate to sensitive hydrological and integrated water resources management data and to treat them in a responsible manner.</li> </ul> <p><i>Na voltooiing van die module, moet die student die volgende kan demonstree:</i></p> <ul style="list-style-type: none"> <li>• geïntegreerde kennis van en 'n kritiese begrip relevant tot hidrologie en geïntegreerde waterhulpbronbestuur van die skaars hulpbron volgens die beginsels van gelykheid, volhoubaarheid en doeltreffendheid;</li> <li>• die vermoë om veelvuldige kennisbronne in hidrologie en geïntegreerde waterhulpbronbestuur te ontgin, en om kennis en kennisgenererende prosesse te evalueer;</li> <li>• die vermoë om die effektiwiteit van die implimentering van 'n reeks relevante metodes, stelsels en prosedures wat nodig is om praktiese en teoretiese probleme met betrekking tot hidrologie en effektiewe geïntegreerde waterhulpbronbestuur op te los, te kan toepas en krities te kan evalueer;</li> <li>• die vermoë om krities en effektief probleme betreffende hidrologie en geïntegreerde water-hulpbronbestuur te kan identifiseer, daarop te reflekteer asook op te los;</li> <li>• die vermoë om wetenskaplike navorsingsmetodes te analiseer, selekteer en effektief toe te pas op hidrologiese en geïntegreerde waterhulpbronbestuursprobleme en die bevindinge op 'n akademiese aanvaarbare wyse te kommunikeer;</li> <li>• demonstree die vermoë om as 'n kundige op te kan tree op die gebied van hidrologie en geïntegreerde waterhulpbronbestuur;</li> <li>• die vermoë om ten volle verantwoordelikheid vir sy/haar werk te neem en om die morele en etiese kwessies wat verband hou met sensitiewe hidrologiese en geïntegreerde waterhulpbronbestuursdata te herken en om op 'n verantwoordelike wyse daarmee om te gaan.</li> </ul>
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deelyds
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %

<b>Module code / Module kode:</b> OMBS 611	<b>Semester 1</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
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<b>Title / Titel:</b> Conservation Ecology / Bewaringsekologie
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<p><b>Module outcomes / Module uitkomstes:</b></p> <ul style="list-style-type: none"> <li>• See Calendar of The School Environmental Studies.</li> <li>• Sien kalender van Skool vir Omgewingstudies.</li> </ul>
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deelyds
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %

<b>Module code / Module kode:</b> ONWR 611	<b>Semester 1</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
<b>Title / Titel:</b> Education Law: Theory and praxis / <i>Onderwysreg: Teorie en Pratyk</i>			
<b>Module outcomes / Module uitkomstes:</b>			
After completing this module, students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>the ability to contemplate theoretically and define the core nature of Education law;</li> <li>a theoretical and conceptual knowledge of the terminology of Education law;</li> <li>the ability to describe the sources of Education Law and apply them correctly;</li> <li>a theoretical and conceptual knowledge of, as well as an ability to apply common law principles to education practice;</li> <li>the ability to apply knowledge and understanding of Education law principles in education related scenarios;</li> <li>a theoretical and conceptual knowledge of, as well as an ability to analyse, interpret and apply educational legislation in educational practice;</li> <li>the ability to analyse, interpret and apply the Constitution in educational practice;</li> <li>a theoretical and conceptual knowledge of relevant court cases as well as an ability to study, analyse and apply court cases to the interpretation of relevant legislation.</li> </ul>			
<i>By die voltooiing van hierdie module moet die student kan aantoon dat h/sy die volgende bemeester het:</i>			
<ul style="list-style-type: none"> <li>die vermoë om teoretiese en konseptuele kennis van die terminologie in Onderwysreg;</li> <li>'n teoretiese en konseptuele kennis van die terminologie in Onderwysreg;</li> <li>die vermoë om die bronne van toepassing op Onderwysreg te omskryf en dit reg te kan toepas;</li> <li>die vermoë om teoretiese en konseptuele kennis van, sowel as die vermoë om die gemeenregtelike beginsels, in die onderwyspratyk te kan toepas;</li> <li>die vermoë om die kennis en insig oor Onderwysreg in onderwysgerigte scenario's te kan toepas;</li> <li>die vermoë om teoretiese en konseptuele kennis van, sowel as die vermoë om onderwyswetgewing, in die onderwyspratyk te kan toepas;</li> <li>die vermoë om die Grondwet te kan analiseer en toepas in die onderwyspratyk;</li> <li>'n teoretiese en konseptuele kennis van die toepaslike regspraak sowel as 'n vermoë om hofsake te bestudeer, analiseer en dit te kan toepas by die interpretasie van toepaslike wetgewing.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / UODL / Voltyds / Deeltyds / EOAL			
<b>Assessment modes / Assesseringsmetodes:</b>			
Continuous Assessment 50 % / Deurlopende assessering 50 %			
Written Exam 50 % / Skriftelike eksamen 50 %			
<b>Module code / Module kode:</b> PHSE 611	<b>Semester 1</b>	<b>8 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
<b>Title / Titel:</b> Advanced Physics for Teaching I / <i>Gevorderde Fisika vir Onderwys I</i>			
<b>Module outcomes / Module uitkomstes:</b>			
On completion of the module, the student should be able to demonstrate:			
<ul style="list-style-type: none"> <li>comprehensive and integrated knowledge of and engagement in the physics subthemes of electromagnetism and waves that underpin the effective development of physics in the relevant school curriculum, including a critical understanding and the ability to apply new and previously acquired concepts, principles, laws, models and theories;</li> <li>an ability to critically interrogate multiple sources of knowledge underpinning physics relevant to the school curriculum and to critically evaluate that knowledge and the manner in which the knowledge was produced;</li> <li>understanding of the multidisciplinary nature of the body of knowledge that describes the historical development of electromagnetism and waves;</li> <li>the ability to select problem solving procedures and methods relevant to electromagnetism and waves through evaluation of a range of problem-solving procedures and methods and the ability to reflect on the difficulties encountered when transferring these procedures and methods to this unfamiliar context;</li> <li>the ability to solve problems in the fields of electromagnetism and waves by integrating knowledge from diverse themes within physics as well as from other disciplines;</li> <li>competence in scientific processes and the development of learners' practical process skills in the context of electromagnetism and waves;</li> <li>ethics and professional practice: demonstrate an ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to specific contexts.</li> </ul>			
<i>Na voltooiing van die module behoort die student in staat te wees om:</i>			
<ul style="list-style-type: none"> <li>'n omvattende en geïntegreerde kennis van en betrokkenheid in die fisika subtema elektromagnetiese en golwe wat die effektiewe ontwikkeling van fisika op skoolvlak ondersteun, insluitende 'n kritiese begrip van en die vermoë om nuwe en voorheenverkygde konsepte, beginsels, wette, modelle en teorieë aan te toon;</li> <li>oor die vermoë te beskik om verskeie bronne van kennis, wat fisika op skoolvlak onderlê, krities te ondersoek en hierdie kennis asook die wyse waarop dit gegeneer is, krities te evalueer.</li> <li>'n begrip aan te toon van die multidisiplinêre aard van die kennisbasis wat die historiese ontwikkeling van elektromagnetiese en golwe beskryf;</li> <li>oor die vermoë te beskik om probleemoplossingsprosedures en -metodes, wat relevant is vir elektromagnetiese en golwe, te selekteer deur evaluasie van 'n verskeidenheid probleemoplossingsprosedures en -metodes asook die vermoë om te besin oor die probleme wat ondervind word wanneer hierdie prosedures en metodes na 'n onbekende konteks oorgedra word;</li> <li>oor die vermoë te beskik om komplekse probleme in die multidisiplinêre konteks van industriële chemie op te los deur konsepte vanuit chemie asook vanuit ander dissiplines te integreer;</li> <li>oor die vermoë te beskik om standaard laboratoriummetodes en -apparaat te gebruik om 'n chemiese probleem in 'n industriële konteks op te los;</li> <li>kritiese denke aan te toon oor die verantwoordelikheid van die onderwyser om 'n gebalanseerde en onbevooroordeelde siening van die invloed van chemie op die samelewing te bevorder.</li> </ul>			



<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deeltyds
<b>Assessment modes / Assesseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %

<b>Module code / Module kode:</b> PHSE 612	<b>Semester 1</b>	<b>8 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
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**Title / Titel:** Advanced Chemistry for Teaching I / *Gevorderde Chemie vir Onderwys I*

**Module outcomes / Module uitkomstes:**

- On completion of the module, the student should be able to demonstrate:
- comprehensive and integrated knowledge of and engagement in the chemistry subthemes (organic chemistry, reaction kinetics and thermodynamics) that underpin chemistry in an industrial context and support the effective development of chemistry in the relevant school curriculum, including a critical understanding and the ability to apply new and previously acquired concepts, principles, laws, models and theories;
  - an ability to critically interrogate multiple sources of knowledge underpinning chemistry relevant to the school curriculum and to critically evaluate that knowledge and the manner in which the knowledge was produced;
  - understanding of the multidisciplinary nature of the body of knowledge that explains the development of the chemical industry and the ability to apply chemistry concepts to specific parts of this developmental history;
  - the ability to select problem-solving procedures and methods relevant to chemistry in an industrial context through evaluation of a range of problem-solving procedures and methods and the ability to reflect on the difficulties encountered when transferring these procedures and methods to this unfamiliar context;
  - the ability to solve complex problems in the multidisciplinary context of industrial chemistry by integrating concepts from chemistry as well as from other disciplines;
  - the ability to use standard laboratory methods and apparatus to solve a chemical problem set in an industrial context;
  - critical reflection on the responsibility of the teacher to promote a balanced and unbiased view of the influence of chemistry on society.

*Na voltooiing van die module behoort die student in staat te wees om:*

- 'n omvattende en geïntegreerde kennis van en betrokkenheid in die chemie subtemas wat chemie in 'n industriële konteks onderlê en die effektiewe ontwikkeling van chemie op skoolvlak ondersteun aan te toon, insluitende 'n kritiese begrip van en die vermoë om nuwe en voorheenverkyrde konsepte, beginsels, wette, modelle en teorieë toe te pas;*
- oor die vermoë te beskik om verskeie bronne van kennis, wat chemie op skoolvlak onderlê, krities te ondersoek en hierdie kennis asook die wyse waarop dit gegeneer is, krities te evalueer;*
- 'n begrip aan te toon van die multidissiplinêre aard van die kennisbasis wat die ontwikkeling van die chemiese industrie verduidelik en die vermoë om chemiekonsepte toe te pas op spesifieke dele van hierdie ontwikkelingsgeskiedenis;*
- oor die vermoë te beskik om probleemoplossings-prosedures en -metodes, wat relevant is vir chemie in 'n industriële konteks, te selekteer deur evaluasie van 'n verskeidenheid probleemoplossings-prosedures en -metodes asook die vermoë om te besin oor die probleme wat ondervind word wanneer hierdie prosedures en metodes na 'n onbekende konteks oorgedra word;*
- oor die vermoë te beskik om komplekse probleme in die multidissiplinêre konteks van industriële chemie op te los deur konsepte vanuit chemie asook vanuit ander dissiplines te integreer;*
- oor die vermoë te beskik om standaard laboratoriummetodes en -apparaat te gebruik om 'n chemiese probleem in 'n industriële konteks op te los;*
- kritiese denke aan te toon oor die verantwoordelikheid van die onderwyser om 'n gebalanseerde en onbevooroordeelde sienings van die invloed van chemie op die samelewing te bevorder.*

**Method of delivery / Metode van aflewering:** Full-time / Part-time / Voltyds / Deeltyds

**Assessment modes / Assesseringsmetodes:**  
Continuous Assessment 50 % / Deurlopende assessering 50 %  
Written Exam 50 % / Skriftelike eksamen 50 %

<b>Module code / Module kode:</b> PHSE 621	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
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**Title / Titel:** Advanced Chemistry for Teaching II / *Gevorderde Chemie vir Onderwys II*

**Module outcomes / Module uitkomstes:**

- On completion of the module, the student should be able to demonstrate:
- comprehensive and integrated knowledge of the chemistry subthemes (organic chemistry, inorganic chemistry, analytical chemistry and atmospheric chemistry) that underpin chemistry in an environmental context and support the effective development of chemistry in the relevant school curriculum, including a critical understanding and the ability to apply new and previously acquired concepts, principles, laws, models and theories;
  - an ability to critically interrogate multiple sources of knowledge underpinning chemistry relevant to the school curriculum and to critically evaluate that knowledge and the manner in which the knowledge was produced;
  - an understanding of the multidisciplinary nature of the body of knowledge that explains the development of Earth and the ability to apply chemistry concepts to specific parts of this developmental history;
  - the ability to select problem-solving procedures and methods relevant to chemistry in an environmental context through evaluation of a range of problem-solving procedures and methods and the ability to reflect on the difficulties encountered when transferring these procedures and methods to this unfamiliar context;
  - the ability to solve complex problems in the multidisciplinary context of the environment by integrating concepts from chemistry as well as from other disciplines, such as geology, microbiology and biochemistry;
  - the ability to use standard laboratory methods and apparatus to solve a chemical problem set in an environmental context;

- critical reflection on the responsibility of the teacher to promote a balanced and unbiased view of the influence of chemistry on the environment;
- critical reflection on the value of the green chemistry approach in chemistry;
- the ability to analyse his or her environmental worldview and to defend his or her position.

*Na voltooiing van die module behoort die student in staat te wees om:*

- 'n omvattende en geïntegreerde kennis van en betrokkenheid in die chemie subtemas (organiese chemie, anorganiese chemie, analitiese chemie en atmosferiese chemie) wat chemie in 'n omgewingskonteks onderlê en die effektiewe ontwikkeling van chemie op skoolvlak ondersteun aan te toon, insluitende 'n kritiese begrip van en die vermoë om nuwe en voorheenverkygde konsepte, beginsels, wette, modelle en teorieë toe te pas;
- oor die vermoë te beskik om verskeie bronne van kennis, wat chemie op skoolvlak onderlê, krities te ondersoek en hierdie kennis asook die wyse waarop dit gegenerer is, krities te evalueer;
- 'n begrip aan te toon van die multidissiplinêre aard van die kennisbasis wat die ontwikkeling van die aarde verduidelik en die vermoë om chemiekonsepte toe te pas op spesifieke dele van hierdie ontwikkelingsgeskiedenis;
- oor die vermoë te beskik om probleemoplossings-prosedures en -metodes, wat relevant is vir chemie in 'n omgewingskonteks, te selekteer deur evaluasie van 'n verskeidenheid probleemoplossings-prosedures en -metodes aan te toon asook die vermoë om te besin oor die probleme wat ondervind word wanneer hierdie prosedures en metodes na 'n onbekende konteks oorgedra word;
- oor die vermoë te beskik om komplekse probleme in die multidissiplinêre konteks van die omgewing op te los deur uiteenlopende konsepte vanuit chemie asook vanuit ander dissiplines, soos byvoorbeeld geologie, mikrobiologie en biochemie, te integreer;
- oor die vermoë te beskik om standaard laboratoriummetodes en -apparaat te gebruik om 'n chemiese probleem in 'n omgewingskonteks op te los;
- kritiese denke aan te toon oor die verantwoordelikheid van die onderwyser om 'n gebalanseerde en onbevooroordeelde siening van die invloed van chemie op die omgewing te bevorder;
- kritiese denke aan te toon oor die waarde van die groen chemie benadering tot chemie;
- oor die vermoë te beskik om sy of haar omgewings-wêreldbeskouing te ontleen en sy of posisie te kan verdedig.

**Method of delivery / Metode van aflewering:** Full-time / Part-time / Voltyds / Deeltyds

**Assessment modes / Asseseringsmetodes:**

Continuous Assessment 50 % / Deurlopende assessering 50 %

Written Exam 50 % / Skriftelike eksamen 50 %

**Module code / Module kode:** PHSE 622

**Semester 2**

**16 Cr / Kr**

**NQF level / NKR-vlak: 8**

**Title / Titel:** Advanced Physics for Teaching II / Gevorderde Fisika vir Onderwys II

**Module outcomes / Module uitkomstes:**

On completion of the module, the student should be able to demonstrate:

- comprehensive and integrated knowledge of and engagement in the physics subthemes of mechanics and astronomy that underpins the effective development of physics in the relevant school curriculum, including a critical understanding and the ability to apply new and previously acquired concepts, principles, laws, models and theories;
- an ability to critically interrogate multiple sources of knowledge underpinning physics relevant to the school curriculum and to critically evaluate that knowledge and the manner in which the knowledge was produced;
- understanding of the multidisciplinary nature of the body of knowledge that describes the historical development of mechanics and astronomy;
- the ability to select problem solving procedures and methods relevant to mechanics and astronomy through evaluation of a range of problem solving procedures and methods and the ability to reflect on the difficulties encountered when transferring procedures and methods native to mechanics to mechanics to the unfamiliar context of astronomy;
- competence in scientific processes and the development of learners' practical process skills in the context of mechanics;
- an understanding of the nature of physics as revealed in the historical development of astronomy and the paradigms of classical and modern mechanics;
- critical reflection on the responsibility of the teacher to promote a balanced and unbiased view of the influence of physics on society.

*Na voltooiing van die module behoort die student in staat te wees om:*

- 'n omvattende en geïntegreerde kennis van en betrokkenheid in die fisika subtemas meganika en astronomie wat die effektiewe ontwikkeling van fisika op skoolvlak ondersteun aan te toon, insluitende 'n kritiese begrip van en die vermoë om nuwe en voorheenverkygde konsepte, beginsels, wette, modelle en teorieë;
- oor die vermoë te beskik om verskeie bronne van kennis, wat fisika op skoolvlak onderlê, krities te ondersoek en hierdie kennis asook die wyse waarop dit gegenerer is, krities te evalueer;
- 'n begrip van die multidissiplinêre aard van die kennisbasis wat die historiese ontwikkeling van meganika en astronomie beskryf;
- oor die vermoë te beskik om probleemoplossingsprosedures en -metodes, wat relevant is vir meganika en astronomie, te selekteer deur evaluasie van 'n verskeidenheid probleemoplossingsprosedures en -metodes asook die vermoë om te besin oor die probleme wat ondervind word wanneer hierdie prosedures en metodes vanaf die bekende meganikakonteks na die onbekende astronomiekonteks oorgedra word;
- praktiese vaardighede in wetenskaplike prosesse en die ontwikkeling van leerders se praktiese vaardighede met meganika as konteks aan te toon;
- 'n begrip aan te toon van die aard van fisika soos dit gemanifesteer word in die historiese ontwikkeling van astronomie en die paradigmas van klassieke en moderne fisika.
- kritiese denke oor die verantwoordelikheid van die onderwyser om 'n gebalanseerde en onbevooroordeelde siening van die invloed van fisika op die samelewing te bevorder aan te toon.

<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deeltyds			
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			

<b>Module code / Module kode:</b> TOAF 612	<b>Semester 1</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
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**Title / Titel:** Kurrikulumontwikkeling en assessering in taalonderwys

**Module outcomes / Module uitkomstes:**

- Na voltooiing van die module behoort die student in te staat wees om:
- bewys te kan lewer van diepgaande kennis en insig in die teoretiese fundering van taalkreatiwiteit en in staat te wees om praktiese vaardigheid ten opsigte van die toepassing daarvan in die onderrig van Afrikaans te demonstreer;
  - verskillende onderrigbenaderings aan die hand van 'n literatuurstudie te kan analiseer en beoordeel om die toepaslikheid van verskillende benaderings vir die onderrig van die taalvaardighede te kan bepaal en te kan implementeer;
  - nasionale beleidsdokumente en navorsingsartikels te kan ontsluit en implementeer vir die evaluering van lesreëse en ander leermateriaal waarin daar van 'n verskeidenheid van gepaste onderrig- en assesseringsmetodes gebruik gemaak word;
  - bewys te kan lewer van diepgaande kennis en gevorderde vaardigheid ten opsigte van assesseringspraktyke in skole, teorieë oor assessering, resente navorsings oor assessering in taalklaskamers, departementele dokumente oor assessering en ten opsigte van die samestelling van assesseringsplanne vir bepaalde grade en fases;
  - die beginsels vir effektiewe gebruik van tegnologie en multimedia (veral ten opsigte van MS Word-pakette) te kan implementeer vir die ondersteuning van leer en onderrig.

**\* Module offered through medium Afrikaans only**

**Method of delivery / Metode van aflewering:** Full-time / Part-time / Voltyds / Deeltyds

**Assessment modes / Asseseringsmetodes:**  
Continuous Assessment 50 % / Deurlopende assessering 50 %  
Written Exam 50 % / Skriftelike eksamen 50 %

<b>Module code / Module kode:</b> TOAF 671	<b>Semester 1 &amp; 2</b>	<b>24 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
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**Title / Titel:** Kreatiwiteit in taalonderwys; Afrikaans as addisionele taal in die skool; fundamentele boustene van lees

**Module outcomes / Module uitkomstes:**

- Na voltooiing van die module behoort die student in te staat wees om:
- bewys te kan lewer van gespesialiseerde kennis en kundigheid ten opsigte van teorieë oor en beginsels van lees en ten opsigte van bewysgebaseerde navorsing oor die fundamentele kognitiewe elemente van lees en van leesonderrigpraktyke, sowel as van veranderlikes wat leesprestasie affekteer;
  - relevante teorieë oor die aanleer van 'n vreemde taal te kan analiseer en te vergelyk met moedertaalteorieë;
  - 'n analise van die kreatiewe onderrigmoontlikhede van interaktiewe, lesgerigte teksbenaderings te kan doen om die waarde daarvan in terme van die ontwikkeling van hoërde kognitiewe en emosionele vaardighede by leerders te benut;
  - bewys te kan lewer van diepgaande kennis omtrent die teoretiese onderbou van lesgerigte teksbenaderings ten einde onderrigstrategieë te kan ontwerp met behulp waarvan die kwynende leesbelangstelling onder leerders teengewerk kan word en 'n liefde vir Afrikaanse literêre tekste gekweek kan word;
  - bewys te kan lewer van 'n sensitiewe instelling teenoor die diverse gemeenskappe in Suid-Afrika en vir die belangrikheid daarvan vir effektiewe kommunikasie in Afrikaans;
  - die analise, interpretasie en evaluering van films op so 'n wyse in die skoolsituasie te kan fasiliteer dat dit tot verruiming van die visuele ervaringswêreld van leerders lei;
  - literêre tekste te kan gebruik om onderrigmateriaal te ontwerp en dit aan leerders te kan ontsluit en literêre tekste te waardeer deur gebruikmaking van verskillende gepaste metodes en strategieë vir die onderrig van 'n addisionele taal.

**\* Module offered through medium Afrikaans only**

**Method of delivery / Metode van aflewering:** Full-time / Part-time / Voltyds / Deeltyds

**Assessment modes / Asseseringsmetodes:**  
Continuous Assessment 50 % / Deurlopende assessering 50 %  
Written Exam 50 % / Skriftelike eksamen 50 %

<b>Module code / Module kode:</b> TECE 611	<b>Semester 1</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
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**Title / Titel:** Perspectives in Technology Education / Perspektiewe in Tegnologie-Onderwys

**Module outcomes / Module uitkomstes:**

- On completion of this module, the student should be able to demonstrate a critical understanding and workable knowledge of:
- international (global) and national trends in Technology education;
  - internationally and nationally favoured/privileged pedagogical approaches to Technology education;
  - international and national trends with regard to the design process;
  - the role of creativity and innovation in Technology problem-solving and;
  - different perspectives on indigenous technologies (taking account of IKS).
- Na voltooiing van die module behoort die student in staat wees om oor 'n kritiese begrip en werkbare kennis te beskik van:
- internasionale (wêreldwye) en nasionale tendense in Tegnologie-Onderwys;
  - internasionale en nasionale voorkeur pedagogiese benaderings tot Tegnologie-Onderwys;
  - internasionale en nasionale tendense met betrekking tot die ontwerpproses;
  - die rol van kreatiwiteit en innovering in Tegnologie-probleemoplossing, en
  - verskillende perspektiewe op inheemse tegnologieë (inagneming van IKS).

<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deeltyds			
<b>Assessment modes / Assesseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			
<b>Module code / Module kode:</b> TECE 621	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> Foundation of Technology Education / Grondslag van <i>Tegnologie-Onderwys</i>			
<b>Module outcomes / Module uitkomstes:</b> On completion of the module, the student must be able to demonstrate: <ul style="list-style-type: none"> <li>the philosophy of Technology Education;</li> <li>the historical development of Technology Education;</li> <li>the connection between technology and science, and;</li> <li>an epistemological and methodological approach to technology both as a process and as an artefact.</li> </ul> <i>Ná voltooiing van die module moet die student in staat wees om aan te toon:</i> <ul style="list-style-type: none"> <li>die filosofie van <i>Tegnologie-onderwys</i>;</li> <li>die historiese ontwikkeling van <i>Tegnologie-onderwys</i>;</li> <li>die verband tussen <i>tegnologie en wetenskap</i>, en</li> <li>'n epistemologiese en metodologiese benadering tot <i>tegnologie beide as 'n proses en 'n artefak</i>.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deeltyds			
<b>Assessment modes / Assesseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			
<b>Module code / Module kode:</b> TECE 622	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> Teaching and Learning in Technology Education / <i>Onderrig en Leer in Tegnologie-Onderwys</i>			
<b>Module outcomes / Module uitkomstes:</b> After completion of this module the student should be able to demonstrate that they have acquired a critical understanding and comprehensive work knowledge of: <ul style="list-style-type: none"> <li>the teaching and learning of Technology as a problem-based academic subject with a practical approach (including accompanying skills);</li> <li>problem-based teaching and learning by being able to analyse, evaluate and apply it;</li> <li>the development of pedagogical content knowledge by being able to analyse, evaluate and apply it;</li> <li>the assessment approach in Technology Education by being able to analyse, evaluate and apply assessment; and</li> <li>able to apply the creative and effective integration of media in the classroom.</li> </ul> <i>Nadat hierdie module voltooi is, behoort die student te kan demonstreeer dat hulle 'n kritiese begrip en omvattende werkskennis verkry het van:</i> <ul style="list-style-type: none"> <li>die <i>onderrig en leer van tegnologie as 'n probleemgebaseerde akademiese vak met 'n praktiese benadering (insluitend meegaande vaardighede)</i>;</li> <li><i>probleemgebaseerde onderrig en leer deur dit te kan analiseer, evalueer en toepas</i>;</li> <li>die <i>ontwikkeling van pedagogiese inhoudkennis deur dit te kan analiseer, evalueer en toepas</i>;</li> <li>die <i>assesseringsbenadering in Tegnologie-Onderwys, deur assessering te kan analiseer, evalueer en toepas</i>;</li> <li><i>asook die kreatiewe en effektiewe integrasie van media in die klaskamer kan toepas</i>.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deeltyds			
<b>Assessment modes / Assesseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			
<b>Module code / Module kode:</b> TLAS 612	<b>Semester 1</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> Teaching, Learning and Assessment / <i>Onderrig, Leer en Assessering</i>			
<b>Module outcomes / Module uitkomstes:</b> After completing this module, students should be equipped: <ul style="list-style-type: none"> <li>to analyse critically current policies and practices in curriculum studies;</li> <li>to conduct scientific research in curriculum studies;</li> <li>to analyse and evaluate current and recurrent challenges encountered in curriculum studies.</li> </ul> <i>Na voltooiing van die module behoort studente te beskik oor:</i> <ul style="list-style-type: none"> <li><i>gespesialiseerde kennis van en uitnemendheid in onderrig- en leerteorië tersake by die Suid-Afrikaanse en Internasionale onderrig- en leerkonteks</i>;</li> <li><i>'n fundamentele begrip van die teoretiese grondslae van assessering en hoe dit verand hou met en impakteer op gesonde assesseringspraktyke</i>;</li> <li><i>die kennis en vaardighede om suksesvolle klaskamerassessering te beplan en te implementeer</i>.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / UODL / Voltyds / Deeltyds / EOAL			
<b>Assessment modes / Assesseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			

<b>Module code / Module kode:</b> TSCU 621	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
<b>Title / Titel:</b> The School Curriculum / Die skoolkurrikulum			
<b>Module outcomes / Module uitkomstes:</b>			
On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• a systematic and in-depth knowledge of how to interpret and to engage in the school curriculum;</li> <li>• the ability to critically interrogate curriculum development processes in the South African Education system; therefore to be able to demonstrate an ability to interrogate the effectiveness of the school curriculum;</li> <li>• an understanding of the complexities of curriculum change processes in South Africa;</li> <li>• an ability to use specialised skills of relating theory and practice in the classroom situation to identify and analyse problems with curriculum change in the school curriculum;</li> <li>• full responsibility in presenting and communicating academic criteria, in a self-critical manner, for the rigorous interpretation of international school curricula to develop creative responses to problems in the South African school curriculum.</li> </ul>			
<i>Na voltooiing van die module behoort die student in staat wees om:</i> <ul style="list-style-type: none"> <li>• 'n sistematiese en indiepte kennis en begrip aan te toon van hoe om sodanige kennis in die skoolkurrikulum te kan interpreteer en toepas;</li> <li>• oor die vermoë te beskik om die prosesse van kurrikulumontwikkeling in die Suid-Afrikaanse onderwysstelsel krities te ontleed en te ondersoek deur oor die vermoë te beskik om die effektiwiteit van die skoolkurrikulum te evalueer;</li> <li>• 'n begrip van die kompleksitiewe van kurrikulum veranderingsprosesse in Suid-Afrika aan te toon;</li> <li>• oor die vermoë te beskik om verskeie gespesialiseerde vaardighede te gebruik deur teorie en praktyk in die klaskamersituasie te verbind om sodoende probleme met kurrikulum veranderings in die skoolkurrikulum te identifiseer en te analiseer;</li> <li>• volle verantwoordelikheid vir die aanbieding en kommunisering van akademiese kriteria, op 'n self-kritiese wyse, vir die akkurate interpretasies van internasionale skoolkurrikulums te ontwikkel om sodoende kreatiewe response vir probleme in die Suid-Afrikaanse skoolkurrikulum te ontwikkel.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / UODL / Voltyds / Deeltyds / EOAL			
<b>Assessment modes / Asseseringsmetodes:</b>			
Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			
<b>Module code / Module kode:</b> VGLO 624	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
<b>Title / Titel:</b> Education Systems: structure and functions / Onderwysstelsels: Struktuur en Funksies			
<b>Module outcomes / Module uitkomstes:</b>			
After completing this module, students demonstrate that they have acquired: <ul style="list-style-type: none"> <li>• an understanding of the origin, development, nature and purpose of Comparative Education;</li> <li>• the ability to compare different education systems along cross-national lines;</li> <li>• the ability to illuminate an educational issue from a comparative perspective.</li> </ul>			
<i>Na voltooiing van hierdie module, behoort studente te kan demonstree dat hulle die volgende verwerf het:</i> <ul style="list-style-type: none"> <li>• 'n begrip van die oorsprong, ontwikkeling, aard en doelstellings van Vergelykende Opvoedkunde;</li> <li>• die vermoë om verskillende onderwysstelsels met mekaar te kan vergelyk;</li> <li>• die vermoë om 'n onderwyskwessie vanuit 'n vergelykende perspektief te belig.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / UODL / Voltyds / Deeltyds / EOAL			
<b>Assessment modes / Asseseringsmetodes:</b>			
Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			

**Elective modules / Keusemodules**

<b>Module code / Module kode:</b> ELEA 611	<b>Semester 1</b>	<b>8 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> E-learning / E-leer			
<b>Module outcomes / Module uitkomstes:</b>			
After completion of the module the students should be equipped with: <ul style="list-style-type: none"> <li>• a broad understanding of educational learning theories underlying e-learning;</li> <li>• a broad understanding of e-learning concepts, principles and types which are used in education;</li> <li>• the ability to develop e-learning strategies in correspondence to their education situations;</li> <li>• the ability to develop and maintain e-activities;</li> <li>• the ability to design online assessment;</li> <li>• the ability to design, maintain and facilitate a virtual online group.</li> </ul> <i>Na voltooiing van die module behoort studente toegeer te wees met:</i> <ul style="list-style-type: none"> <li>• 'n breë begrip van opvoedkundige leerteorieë wat e-leer onderlê;</li> <li>• 'n breë begrip van e-leerkonsepte, -beginsels en -tipes wat in onderwys gebruik word;</li> <li>• die vermoë om e-leerstrategieë in samehang met hul onderwyssituasies te ontwikkel;</li> <li>• die vermoë om e-aktiwiteite te ontwikkel en in stand te hou;</li> <li>• die vermoë om aanlyn-assessering te ontwerp;</li> <li>• die vermoë om 'n virtuele aanlyngroep te ontwerp, in stand te hou en te fasiliteer.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deeltyds			
<b>Assessment modes / Assesseringsmetodes:</b>			
Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			

<b>Module code / Module kode:</b> ISCS 611	<b>Semester 1</b>	<b>8 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> Issues in Curriculum studies / Kwessies in Kurrikulumstudies			
<b>Module outcomes / Module uitkomstes:</b>			
After completing this module, students should be equipped: <ul style="list-style-type: none"> <li>• to analyse critically current policies and practices in curriculumstudies;</li> <li>• to conduct scientific research in curriculumstudies;</li> <li>• to analyse and evaluate current and recurrent challenges encountered in curriculumstudies.</li> </ul> <i>Na voltooiing van die herdie module behoort student toegeer te wees:</i> <ul style="list-style-type: none"> <li>• om huidige beleide en praktyke in kurrikulumstudies krities te analiseer;</li> <li>• om wetenskaplike navorsing in kurrikulumstudies uit te voer;</li> <li>• om huidige en herhalende uitdagings in kurrikulum studies te analiseer en evalueer.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> UODL / EOAL			
<b>Assessment modes / Assesseringsmetodes:</b>			
Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			

<b>Module code / Module kode:</b> HIST 621	<b>Semester 2</b>	<b>24 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> A selected theme in South African History / 'n Geselekteerde tema in Suid-Afrikaanse Geskiedenis			
<b>Module outcomes / Module uitkomstes:</b>			
<ul style="list-style-type: none"> <li>• See Calendar of The Faculty of Arts</li> <li>• Sien kalender van die Fakulteit vir Lettere en Wysbegeerte</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deeltyds			
<b>Assessment modes / Assesseringsmetodes:</b>			
Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			

<b>Module code / Module kode:</b> HIST 622	<b>Semester 2</b>	<b>24 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> A selected theme in African History / 'n Geselekteerde tema in Afrika Geskiedenis			
<b>Module outcomes / Module uitkomstes:</b>			
<ul style="list-style-type: none"> <li>• See Calendar of The Faculty of Arts</li> <li>• Sien kalender van die Fakulteit vir Lettere en Wysbegeerte</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deeltyds			
<b>Assessment modes / Assesseringsmetodes:</b>			
Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			

<b>Module code / Module kode:</b> HIST 627	<b>Semester 2</b>	<b>24 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> A selected theme in World History / 'n Geselekteerde tema in Wêreld Geskiedenis			
<b>Module outcomes / Module uitkomstes:</b>			
<ul style="list-style-type: none"> <li>• See Calendar of The Faculty of Arts</li> <li>• Sien kalender van die Fakulteit vir Lettere en Wysbegeerte</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deeltyds			
<b>Assessment modes / Assesseringsmetodes:</b>			
Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			

<b>Module code / Module kode:</b> HISS 621	<b>Semester 2</b>	<b>24 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
<b>Title / Titel:</b> Regional and local history in South Africa / <i>Streeks- en plaaslike geskiedenis in Suid-Afrika</i>			
<b>Module outcomes / Module uitkomstes:</b>			
<ul style="list-style-type: none"> <li>• See Calendar of The Faculty of Arts</li> <li>• <i>Sien kalender van die Fakulteit vir Lettere en Wysbegeerte</i></li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deelyds			
<b>Assessment modes / Asseseringsmetodes:</b>			
Continuous Assessment 50 % / <i>Deurlopende assessering</i> 50 % Written Exam 50 % / <i>Skriftelike eksamen</i> 50 %			
<b>Module code / Module kode:</b> HISS 622	<b>Semester 2</b>	<b>24 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
<b>Title / Titel:</b> Gender history in Africa / <i>Geslagsgeskiedenis in Afrika</i>			
<b>Module outcomes / Module uitkomstes:</b>			
<ul style="list-style-type: none"> <li>• See Calendar of The Faculty of Arts</li> <li>• <i>Sien kalender van die Fakulteit vir Lettere en Wysbegeerte</i></li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deelyds			
<b>Assessment modes / Asseseringsmetodes:</b>			
Continuous Assessment 50 % / <i>Deurlopende assessering</i> 50 % Written Exam 50 % / <i>Skriftelike eksamen</i> 50 %			
<b>Module code / Module kode:</b> HISS 623	<b>Semester 2</b>	<b>24 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
<b>Title / Titel:</b> Culture and heritage studies in global contexts / <i>Kultuur- en erfenisstudies vanuit globale kontekste</i>			
<b>Module outcomes / Module uitkomstes:</b>			
<ul style="list-style-type: none"> <li>• See Calendar of The Faculty of Arts</li> <li>• <i>Sien kalender van die Fakulteit vir Lettere en Wysbegeerte</i></li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deelyds			
<b>Assessment modes / Asseseringsmetodes:</b>			
Continuous Assessment 50 % / <i>Deurlopende assessering</i> 50 % Written Exam 50 % / <i>Skriftelike eksamen</i> 50 %			
<b>Module code / Module kode:</b> ONWB 624	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
<b>Title / Titel:</b> Human resources management and development in education / <i>Menslike Hulpbronbestuur en Ontwikkeling in Opvoedkunde</i>			
<b>Module outcomes / Module uitkomstes:</b>			
After completing this module, students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>• a comprehensive and systematic knowledge of major theories, approaches, concepts, contemporary issues, aims, history and challenges relating to human resource development in the work place;</li> <li>• the ability to interpret and evaluate selected policies, laws and principles applicable to human resource management;</li> <li>• the ability to explain processes of resourcing and assessing talent at the workplace;</li> <li>• knowledge of continuous professional development in order to analyse, design and apply training programmes aimed at developing talent among employees;</li> <li>• the ability to interpret and apply career management principles and models;</li> <li>• the ability to apply knowledge of human resource development to improve performance in the workplace and to develop themselves as individuals.</li> </ul>			
<i>Na voltooiing van hierdie module, behoort studente te kan demonstreeer dat hulle die volgende verwerf het:</i>			
<ul style="list-style-type: none"> <li>• <i>'n omvattende en sistematiese kennis van die hooftorieë, benaderings, konsepte, kontemporêre kwessies, doelstellings, geskiedenis en uitdagings ten opsigte van menslike hulpbronontwikkeling in die werksplek</i></li> <li>• <i>die vermoë om geselekteerde beleide, wette en beginsels ten opsigte van menslike hulpbronbestuur te kan interpreter en te kan bestuur;</i></li> <li>• <i>die vermoë om prosesse van hulpbronwerwing, evaluering en toewysing in die werkplek te verstaan;</i></li> <li>• <i>kennis van volgehoue professionele ontwikkeling ten einde programme, gemik op die ontwikkeling van talent onder werkers te ontwerp, analiseer en toe te pas;</i></li> <li>• <i>die vermoë om loopbaanbestuursbeginsels en -modelle te kan interpreter en toe te pas;</i></li> <li>• <i>die vermoë om kennis van menslike hulpbronontwikkeling toe te pas ten einde prestasie in die werkplek te verhoog en ten einde werknemers die geleentheid te bied om hulleself te ontwikkel.</i></li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / UODL / Voltyds / Deelyds / EOAL			
<b>Assessment modes / Asseseringsmetodes:</b>			
Continuous Assessment 50 % / <i>Deurlopende assessering</i> 50 % Written Exam 50 % / <i>Skriftelike eksamen</i> 50 %			
<b>Module code / Module kode:</b> ONWB 625	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
<b>Title / Titel:</b> Financial school management / <i>Finansiële Skoolbestuur</i>			
<b>Module outcomes / Module uitkomstes:</b>			
After completing this module, Students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>• an understanding of the nature and complexity of the relation between economic and political aspects and the financing of schools;</li> <li>• the ability to apply and extend education management areas concerned with finances in order to analyse the implications in practice;</li> </ul>			

<ul style="list-style-type: none"> <li>the ability to apply the theory of budgeting and financing of schools in a practical manner;</li> <li>a deep understanding of the implications of selected policy documents and laws for the financing of schools.</li> </ul> <p><i>Na voltooiing van hierdie module, behoort studente te kan demonstreeer dat hulle die volgende verwerf het:</i></p> <ul style="list-style-type: none"> <li>'n begrip van die aard en die kompleksiteit van die samehang tussen die ekonomiese en politieke aspekte en die finansiering van skole;</li> <li>die vermoë om onderwysbestuursareas toe te pas met betrekking tot finansiering ten einde die praktykimplikasies daarvan te analiseer;</li> <li>die vermoë om die teorie van begroting en finansiering op 'n praktiese wyse toe te pas;</li> <li>'n diepere begrip van die implikasies van geselekteerde beleidsdokumente en wette vir die finansiering van skole.</li> </ul>
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / UODL / Voltyds / Deeltyds / EOAL
<b>Assessment modes / Assesseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %

<b>Module code / Module kode:</b> ONWR 624	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
<b>Title / Titef:</b> Labour law and school governance / Labour law and school governance			
<b>Module outcomes / Module uitkomstes:</b> After completing this module, students demonstrate that they have acquired: <ul style="list-style-type: none"> <li>a sufficient practically usable knowledge of the applicable labour legislation in education;</li> <li>a theoretical and conceptual knowledge of the constitutional and legislative provisions that determine employment rights and obligations of educators;</li> <li>the ability to describe, analyse and apply legal principles with regard to the rights and duties of employees and employers in educational practice;</li> <li>a theoretical and conceptual knowledge of common law and case law principles that determine the substantive issues of labour law in education;</li> <li>the ability to distinguish between labour legislation that applies to educators at public schools and independent schools respectively;</li> <li>a theoretical and conceptual knowledge of concepts such as unfair labour practice, substantive and procedural fairness as well as an ability to make correct, informed and fair decisions in matters concerning labour relations;</li> <li>a theoretical and conceptual knowledge of the legal principles and case law pertaining to collective labour relations in education;</li> <li>a theoretical and conceptual knowledge of the rights and duties of members of school governing bodies;</li> <li>a deep understanding of the role and functions of school governing bodies;</li> <li>a theoretical and conceptual knowledge of the requirements for as well as an ability to apply the correct disciplinary procedures in instances of seriously ill-disciplined learners.</li> </ul> <p><i>Na voltooiing van hierdie module, moet studente kan aantoon dat hulle die volgende bemeester het:</i></p> <ul style="list-style-type: none"> <li>voldoende prakties aanwendbare kennis van die toepaslike arbeidswetgewing vir onderwys;</li> <li>teoretiese en konseptuele kennis van grondwetlike en ander wetlike bepalinge wat die regte en verpligtinge van opvoeders as werknemers reguleer;</li> <li>die vermoë om regsbeginsels met betrekking tot die regte en verpligtinge van werknemers en werkgewers in die onderwyspraktiek te beskryf, analiseer en toe te pas;</li> <li>teoretiese en konseptuele kennis van die onderliggende beginsels van die gemene reg en regspraak wat verband hou met die substantiewe kwessies van arbeidsreg in die onderwys;</li> <li>die vermoë om te onderskei tussen arbeidswetgewing wat betrekking het op opvoeders by onderskeidelik openbare skole en onafhanklike skole;</li> <li>teoretiese en konseptuele kennis van konsepte soos onbillike arbeidspraktiek, substantiewe en prosedurele billikheid, asook die neem van korrekte, ingeligte en billike besluite in situasies wat met arbeidsverhoudinge verband hou;</li> <li>teoretiese en konseptuele kennis met betrekking tot kollektiewe arbeidsverhoudinge in die onderwys;</li> <li>teoretiese en konseptuele kennis met betrekking tot die regte en verpligtinge van lede van die beheerliggame van openbare skole;</li> <li>'n indringende begrip van die rolle en funksies van skoolbeheerliggame;</li> <li>teoretiese en konseptuele kennis van die kenmerke van korrekte dissiplinêre prosedures, asook die vermoë om die prosedures toe te pas in gevalle van leerders wat hulleself skuldig maak aan ernstige wangedrag.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / UODL / Voltyds / Deeltyds / EOAL			
<b>Assessment modes / Assesseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			

<b>Module code / Module kode:</b> ONWR 625	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak:</b> 8
<b>Title / Titef:</b> Human Rights and democracy in education / Menseregte en Demokrasie in die Onderwys			
<b>Module outcomes / Module uitkomstes:</b> After completing this module, students demonstrate that they have acquired: <ul style="list-style-type: none"> <li>a theoretical and conceptual knowledge of the educational determinants of the Constitution of South Africa;</li> <li>theoretical and conceptual knowledge of the constitutional and legislative provisions that determine democracy in education;</li> <li>the ability to distinguish between and evaluate the significance of different models of democracy in relation to education;</li> <li>the ability to analyse, interpret and apply the constitutional rights to educational practice;</li> <li>the ability to distinguish the ways in which rights can be limited;</li> </ul>			



- a deep understanding of the concepts of democratic school governance, decentralisation, devolution and delegation of power;
- the ability to apply knowledge of the various constitutional rights to case studies in the education setting;
- the ability to act in a constitutionally sound manner as an educational practitioner or manager;
- a deep understanding of as well as an ability to analyse and apply relevant case law pertaining to the Constitution and educational practice;
- the ability to analyse and criticise unconstitutional and undemocratic features and practices in various education settings.

*Na afhandeling van die module behoort die student die volgende te demonstreer:*

- 'n teoretiese en konseptuele kennis van onderwysregtelike determinante in die Grondwet van Suid-Afrika;
- 'n teoretiese- en konseptuele kennis van die grondwetlike en statutêre bepalinge van demokrasie in die Onderwys toon;
- die vermoë om te onderskei tussen en die beduidenis te evalueer van onderskeie modelle van demokrasie ten opsigte van die onderwys;
- die vermoë om grondwetlike regte ten opsigte van onderwyspraktyk te ontleed, te interpreteer en toe te pas;
- die vermoë om te onderskei tussen die wyses waarop fundamentele regte beperk mag word;
- 'n diepgaande begrip van demokratiese skoolbeheer, desentralisasie, devolusie en delegasie van gesag toon;
- die vermoë om kennis met betrekking tot verskillende grondwetlike regte in gevallestudies toe te pas;
- die vermoë om op 'n grondwetlik gefundeerde wyse as onderwyser of onderwysbestuurder op te tree;
- 'n diepgaande begrip van regspraak toon en die vermoë toon om regspraak oor die Grondwet en onderwyspraktyk te ontleed en toe te pas;
- die vermoë toon om ongrondwetlike- en ondemokratiese verskynsels en praktyke in verskeie onderwysituasies te ontleed en te kritiseer

**Method of delivery / Metode van aflewering:** Full-time / Part-time / UODL / Voltyds / Deeltyds / EOAL

**Assessment modes / Assesseringsmetodes:**

Continuous Assessment 50 % / Deurlopende assessering 50 %

Written Exam 50 % / Skriftelike eksamen 50 %

**Module code / Module kode:** SLAD 621 **Semester 2** **8 Cr / Kr** **NQF level / NKR-vlak: 8**

**Title / Titel:** Strategic Learning and Development / *Stratetiese leer en ontwikkeling*

**Module outcomes / Module uitkomstes:**

On completion of the module, the student should be able to demonstrate:

- integrated knowledge of and engagement in strategic learning and development of fundamental cognitive and affective components of academic reading, writing, and critical thinking and critically evaluate and review that knowledge and the manner in which the knowledge was produced with a view to read and write academically thinking critically;
- an ability to critically interrogate multiple sources of knowledge such as frameworks about critical reading, critical thinking and academic writing;
- the ability to select, apply and critically judge the effectiveness of the implementation of a range of relevant/appropriate critical reading, thinking and writing frameworks;
- advanced practical ability to effectively implement critical thinking, reading and academic writing frameworks with a view to support.

*Na voltooiing van die module behoort die student te beskik oor:*

- geïntegreerde kennis van en betrokkenheid by strategiese leer en ontwikkeling van fundamentele kognitiewe en affektiewe komponente van akademiese lees, skryf, en kritiese denke en krities te evalueer en te hersien wat kennis en die wyse waarop die kennis geproduseer word met die oog om akademies te lees en skryf en krities te dink;
- die vermoë om krities verskeie bronne van kennis soos raamwerke oor kritiese lees, kritiese denke en akademiese skryfwerk te bevaagteken;
- die vermoë om te kies pas en krities die effektiwiteit van die implementering van 'n verskeidenheid van relevante / toepaslike kritiese lees, denke en skryf raamwerke te beoordeel;
- gevorderde praktiese vermoë om effektief kritiese denke, lees en akademiese skryfwerk raamwerke met die oog op ondersteuning te implementeer.

**Method of delivery / Metode van aflewering:** Full-time / Part-time / UODL / Voltyds / Deeltyds / EOAL

**Assessment modes / Assesseringsmetodes:**

Continuous Assessment 50 % / Deurlopende assessering 50 %

Written Exam 50 % / Skriftelike eksamen 50 %

**Module code / Module kode:** TOAF 672 **Semester 1 & 2** **24 Cr / Kr** **NQF level / NKR-vlak: 8**

**Title / Titel:** Sin, teks en konteks in die taalonderrigpraktyk

**Module outcomes / Module uitkomstes:**

Na voltooiing van die module behoort die student:

- bewys te kan lewer van diepgaande kennis t.o.v.tekslinguistiese begrippe soos kohesie, koherensie, intensionaliteit en aanvaarbaarheid, informatiwiteit, kontekstualiteit en intertekstualiteit en in staat te wees om hierdie kundigheid toe te pas om tekste te evalueer;
- in staat te wees om die basiese beginsels van die pragmatiek en dokumentontwerp te gebruik om verskeie soorte tekste te analiseer en te skep;
- tekskwaliteit te kan beoordeel en te hersien deur die kundige gebruik van relevante taalgebruiksbronne en deur die toepassing van relevante teoretiese agtergrond oor teksredaksionele aspekte;
- oor die nodige kundigheid te beskik om relevante begrippe en teorieë ten opsigte van teksredaksie, tekslinguistiek, pragmatiek en dokumentontwerp op geïntegreerde wyse in die taalonderrigpraktyk toe te pas om leerskryfwerk te assesser en te redigeer.

<b>* Module offered through medium of Afrikaans only</b>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deeltyds			
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			
<b>Module code / Module kode:</b> TOAF 673	<b>Semester 1 &amp; 2</b>	<b>24 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> Kleuter-, kinder- en jeugliteratuur vir die onderwys			
<b>Module outcomes / Module uitkomstes:</b> Na voltooiing van die module behoort die student: <ul style="list-style-type: none"> <li>• oor 'n omvattende en sistematiese kennisbasis asook 'n diepgaande kennis van geselekteerde kennisvelde in kleuter-, kinder- en jeugliteratuur te beskik, en ingelig te wees oor die relevansie van huidige ontwikkelinge in hierdie studieveld vir die taalonderwys;</li> <li>• 'n ingeligte en kritiese begrip te hê van beginsels en teorieë ten opsigte van ontluikende kwessies en debatte in die veld van kleuter-, kinder- en jeugliteratuur en die relevansie daarvan vir taalonderwys;</li> <li>• basiese navorsingsmetodes effektief te kan toepas deur primêre literêre tekste krities te kan analiseer, interpreteer en evalueer, en kan aandui hoe die navorsingsresultate in die konteks van taalonderwys gebruik kan word;</li> <li>• oor 'n vermoë te beskik om te identifiseer, te analiseer en probleemoplossend te werk met konkrete en abstrakte probleme in kleuter-, kinder- en jeugliteratuur en die plek daarvan in 'n taalonderwyskonteks deur gebruik te maak van praktyk-/bewys-/kennisgebaseerde oplossings en teorie-ondersteunde/teoriegedrewe beredenering/argumente;</li> <li>• oor die vermoë te beskik om akademies-professionele werk soos korter werkstukke en referate effektief aan te bied, asook mondeling daaroor te kommunikeer deur gebruik te maak van toepaslike akademies-professionele diskoerse/redevoering.</li> </ul>			
<b>* Module offered through medium Afrikaans only</b>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / Voltyds / Deeltyds			
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			
<b>Module code / Module kode:</b> VGLO 622	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> Modern Education systems / Moderne Opvoedkundesisteme			
<b>Module outcomes / Module uitkomstes:</b> After completing this module, students demonstrate that they have acquired: <ul style="list-style-type: none"> <li>• the ability to describe, compare and explain specific characteristics and social structures concerned with education in the context of internal and external determinants, with the aim of understanding the structure of national and international education systems;</li> <li>• the ability to analyse the individuality and universality of education systems in order to address the needs of the target group and to understand the importance of creating a harmonious school environment;</li> <li>• the ability to apply knowledge, skills and attitudes regarding the structure and organisation of national and international education systems, with the aim of evaluating the South African education system.</li> </ul> Na voltooiing van hierdie module, behoort studente te demonstreer dat hulle die volgende verwerf het: <ul style="list-style-type: none"> <li>• Die vermoë om spesifieke kenmerke en sosiale strukture met betekning toe onderwys in die konteks van interne en eksterne determinante te beskryf, vergelyk en verklaar, met die doelstelling om die struktuur van nasionale en internasionale onderwysstelsels te begryp;</li> <li>• Die vermoë om die individualiteit en universaliteit van onderwysstelsels te kan analiseer, ten einde in die behoeftes van teikenbevolkings te voorsien, en om die noodsaak van die skep van 'n harmonieuse skoolomgewing te begryp;</li> <li>• Die vermoë om kennis, vaardighede en houdings toe te pas ten opsigte van die struktuur en organisasie van nasionale en internasionale onderwysstelsels, ten einde die Suid-Afrikaanse onderwysstelsel te kan evalueer.</li> </ul>			
<b>Method of delivery / Metode van aflewering:</b> Full-time / Part-time / UODL / Voltyds / Deeltyds / EOAL			
<b>Assessment modes / Asseseringsmetodes:</b> Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %			
<b>Module code / Module kode:</b> VGLO 623	<b>Semester 2</b>	<b>16 Cr / Kr</b>	<b>NQF level / NKR-vlak: 8</b>
<b>Title / Titel:</b> Contemporary education issues: comparative perspectives / Hedendaagse Onderrigkwessies: Vergelykende Perspektiewe			
<b>Module outcomes / Module uitkomstes:</b> After completing this module, students demonstrate that they have acquired: <ul style="list-style-type: none"> <li>• an understanding of policy development in developing countries;</li> <li>• the ability to make judgement on issues related to education policy in the education setting, and to assess and evaluate the impact that policies may have on educational planning;</li> <li>• an understanding of different theories of educational planning and the ability to apply them as educational planners;</li> <li>• the ability to identify and analyse educational problems and issues arising from schooling in a developing country;</li> <li>• the ability to analyse educational issues from a comparative perspective.</li> </ul> Na voltooiing van hierdie module behoort studente te demonstreer dat hulle die volgende verwerf het: <ul style="list-style-type: none"> <li>• Die vermoë om beleidsontwikkeling in ontwikkelende lande te begryp</li> <li>• Die vermoë om om oordele te vorm oor onderwysbeleidskwessies, en om die impak van onderwysbeleid op onderwysbeplanning te kan evalueer;</li> </ul>			

- Die vermoë om verskillende teorieë oor onderwysbeplanning te begryp, sowel as die vermoë om die teorieë toe te pas as onderwysbeplanners;
- Die vermoë om onderwysprobleme in ontwikkelende lande te kan identifiseer en te analiseer;
- Die vermoë om onderwyskwessies vanuit 'n vergelykende perspektief te kan analiseer.

**Method of delivery / Metode van aflewering:** Full-time / Part-time / UODL / Voltyds / Deeltyds / EOAL

**Assessment modes / Asseseringsmetodes:**

Continuous Assessment 50 % / Deurlopende assessering 50 %

Written Exam 50 % / Skriftelike eksamen 50 %



- them to contribute to the improvement of education research at a local and national level by rendering service (middle and high level) in a responsible and meaningful way; and
- (ii) developing critical research abilities and skills of students in such a way that they can conduct original research that will result in writing a dissertation.

*Die spesifieke doel van die kwalifikasie is:*

- (i) *die bevordering van opvoedkundige deskundigheid en ontwikkeling van studente met 'n gevorderde en in diepte kennis en ontwikkeling van 'n kritiese navorsingsbenadering in een van die rigtings of programme in EDU.4.10 om hulle daardeur in staat te stel om op 'n verantwoordelike en sinvolle wyse by te dra tot die verbetering van die onderwys op plaaslike en nasionale vlak deur leidende dienslewering (op middel- en hoëvlak); en*
- (ii) *studente se navorsingsvermoë en vaardighede so te ontwikkel dat hulle navorsing kan doen wat uitloop in die skryf van 'n verhandeling.*

## **EDU.4.2      ADMISSION REQUIREMENTS AND REGISTRATION / TOELATINGSVEREISTES EN REGISTRASIE**

### **EDU.4.2.1    General admission requirements / Algemene toelatingsvereistes**

- (i) A student intending to enrol for the MEd degree must obtain permission from the Deputy Dean/school director to undertake the study.
  - (ii) A student registering for the first time for the MEd degree must do so at the time determined by the University.
  - (iii) Re-registration for the following years of study must take place at the time determined by the University. Should a student not have re-registered at the time determined by the University, he/she must apply to the Registrar for re-admission.
- 
- (i) *'n Student wat beoog om vir die MEd-graad in te skryf moet toestemming van die Adjunkdekaan/skooldirekteur verkry om die studie te onderneem.*
  - (ii) *'n Student wat vir die eerste keer vir die MEd-graad registreer, moet dit voor of op die datum soos deur die Universiteit bepaal word, doen.*
  - (iii) *Herregistrasie vir die daaropvolgende studiejare moet op die datum soos deur die Universiteit bepaal word, geskied. 'n Student wat nie herregistreer op die datum soos deur die Universiteit bepaal is nie, moet opnuut by die Universiteit aansoek doen om toelating.*

#### **EDU.4.2.2 Specific admission requirements / Spesifieke toelatingsvereistes**

- (i). The student must have a BEdHons in the field of study for which he/she wishes to register.
- (ii). Should a student not have a BEdHons in an applicable field of Education, but another honours degree, the Faculty may set further conditions for admission.
- (iii). The student must have obtained a minimum average pass mark of 65% for the BEdHons or any other relevant honours, as well as a minimum pass mark of 65% for the research modules in the BEdHons or other relevant honours degree.
- (iv). Even if a prospective master's student meets all of the above admission requirements, the application may still be turned down (1) owing to a lack of capacity in the Faculty to render adequate supervision, or (2) if the proposed research topic cannot be accommodated within the focus of existing research programmes/projects in the Faculty.

- (i) *Die student moet in besit wees van 'n BEdHons-graad in die rigting waarvoor hy/sy wil registreer.*
- (ii) *Indien 'n student nie in besit van 'n BEdHons-graad in die toepaslike veld van Opvoedkunde is nie, maar in besit van 'n ander honneursgraad is, kan verdere voorwaardes vir toelating deur die Fakulteit gestel word.*
- (iii) *Die student moet 'n minimum gemiddelde slaagsyfer van 65% in die BEdHons-graad of enige ander relevante honneursgraad, sowel as 'n gemiddeld van 65% vir die navorsingsmodules van die BEdHons-graad of enige ander relevante honneursgraad behaal het.*
- (iv) *Selfs al voldoen die voornemende student aan al die bostaande toelatingsvereistes, kan die aansoek steeds afgewys word (1) op grond van 'n tekort aan kapasiteit in die Fakulteit om toereikende studiebegeleiding te verleen, en (2) waar die voorgestelde navorsingsonderwerp nie binne die fokus van die bestaande navorsingsprogramme/projekte in die Fakulteit geakkommodeer kan word nie.*

#### **EDU.4.3 RECOGNITION OF PRIOR LEARNING / ERKENNING VAN VORIGE LEER**

Prior knowledge as recognised by the Faculty Board.  
*Vorige leer soos erken deur die fakulteitsraad.*

#### **EDU.4.4 STUDY PROGRAMME / STUDIEPROGRAM**

- (i) A student for the MEd degree must follow an approved programme in the focus of the Faculty, in consultation with the Deputy Dean.

- (ii) Attendance of the approved support programmes is strongly recommended.
- (iii) A student who has been admitted to the MEd programme must submit a research proposal to a Scientific Committee for approval within six (6) months after registration. The approved academic processes and administrative cut-off dates for submission must be followed.
- (iv) If a student fails to present a research proposal as referred to above for approval in time, the study may, after due notification, be terminated by the University. (A rule 4.9.5)
- (i) *'n Student vir die MEd-graad moet 'n goedgekeurde program binne die fokus van die Fakulteit, in oorlegpleging met die betrokke adjunkdekaan volg.*
- (ii) *Bywoning van die goedgekeurde ondersteuningsprogramme word sterk aanbeveel.*
- (iii) *'n Student wat tot die MEd-program toegelaat is, moet binne ses (6) maande na registrasie, 'n navorsingsvoorstel vir goedkeuring aan 'n Wetenskaplike komitee voorlê. Die goedgekeurde akademiese prosesse en administratiewe sperdatums vir voorlegging, moet gevolg word.*
- (iv) *Indien 'n student in gebreke sou bly om die navorsingsvoorstel binne ses (6) maande na registrasie voor te lê, kan sy/haar studies, na behoorlike kennisgewing, getermineer word. (A reël 4.9.5)*

#### **EDU.4.5 RESEARCH PROPOSAL AND TITLE REGISTRATION (A Rule 4.9) / NAVORSINGSVOORSTEL EN TITELREGISTRASIE (A-reël 4.9)**

- (i) A student presents a research proposal and proposed title for a dissertation for approval and registration to the MEd and PhD office of the faculty.
- (ii) The student's proposal and proposed title are then sent to the relevant scientific committee of a research entity or of the faculty for consideration.
- (iii) After consideration the proposal and proposed title is send back to the student - if not accepted OR the scientific committee submit the approved proposal to the Research and Innovation Committee/relevant entity committee for consideration and final approval.
- (i) *'n Student moet 'n navorsingsvoorstel en voorgestelde titel vir 'n verhandeling vir goedkeuring en registrasie by die MEd- en PhD-kantoor van die Fakulteit indien.*

- (ii) *Die student se voorstel en voorgestelde titel word dan aan die toepaslike wetenskaplike komitee van 'n navorsingsentiteit of die Fakulteit vir oorweging gestuur.*
- (iii) *Na oorweging word die voorstel en voorgestelde titel aan die student teruggestuur – indien dit nie aanvaar is nie OF die wetenskaplike komitee dien die goedgekeurde voorstel by die Navorsing- en Innoveringskomitee/toepaslike entiteitskomitee in vir oorweging en finale goedkeuring.*

**EDU.4.6 APPOINTMENT OF SUPERVISOR/CO-SUPERVISOR (A rule 4.8) / AANSTELLING VAN STUDIELEIER/MEDE-STUDIELEIER (A-reël 4.8)**

- (i) At the Scientific Committee a co-supervisor could be suggested on the grounds of the relevant technical expertise despite such a person not being in possession of a doctoral degree.
- (i) *'n Mede-studieleier kan deur die wetenskaplike komitee voorgestel word op grond van die toepaslike tegniese kundigheid wat vereis word, afgesien daarvan of die persoon nie oor 'n doktorsgraad beskik nie.*

**EDU.4.7 ETHICAL CLEARANCE OF A RESEARCH PROPOSAL: A-rule 4.9.4 / ETIESE KLARING VAN 'N NAVORSINGSVOORSTEL: A-reël 4.9.4**

After the approval of the research proposal at the Research and Innovation Committee, ethical clearance is obtained from the applicable Ethics Committee. The assigned Ethics number is submitted to the institutional Ethics office as well as to the Higher degrees administration office.

*Nadat die navorsingsvoorstel deur die Navorsing- en Innoveringskomitee goedgekeur is, word etiese klaring by die toepaslike Etiese Komitee verkry. 'n Etiek-nommer word toegeken en by die institusionele etiekkantoor, asook die nagraadse administrasiekantoor ingedien.*

**EDU.4.8 DURATION OF THE STUDIES / DUUR VAN DIE STUDIE**

The minimum duration of the studies for this qualification is one (1) year and the acquisition of 180 credits, and the maximum length of time for completing the degree for full-time students is three (3) years. The maximum length of time for a part-time student is four (4) years (A rule 1.14).

*Die minimum duur van die studie vir hierdie kwalifikasie is een (1) jaar en die verwerwing van 180 krediete en die maksimumtydsduur vir die voltooiing van die graad vir voltydse studente is drie (3) jaar. Die*



*maksimum tydsduur vir die voltooiing van die graad vir deeltydse studente is vier (4) jaar (A reël 1.14).*

**EDU.4.9 EXTENSION OF STUDY PERIOD / VERLENGING VAN STUDIETYDPERK**

- (i) A candidate who does not expect to complete the study within the maximum time period must, before the end of the final study year apply to the Deputy Dean concerned, or where applicable, to the school director concerned for an extension of the study period by one year." (A Rule 4.14).
  - (ii) The supervisor must provide a motivation for the extension of the study period to the involved Deputy Dean of the Faculty.
  - (iii) An application for the extension of the study period must be in the form of a submission in which the following are indicated (A rule 4.14.2):
    - (a) that the research topic is still relevant;
    - (b) what progress has already been made;
    - (c) what still has to be done to complete the studies; and
    - (d) whether the supervisor is still available.
- 
- (i) *'n Student wat nie sy/haar studies binne die maksimum studietyd voltooi nie, moet voor die einde van die finale jaar van studie by die betrokke adjunkdekaan, of waar van toepassing, by die betrokke skooldirekteur, aansoek doen om 'n verlenging van die studietyd met een akademiese jaar, (A-Reël 4.14).*
  - (ii) *Die studieleier moet 'n motivering vir die verlenging van die studietyd aan die betrokke Adjunkdekaan van die Fakulteit verskaf.*
  - (iii) *'n Aansoek om die verlenging van die studietyd moet verskaf word in die vorm van 'n voorlegging wat die volgende aangedui (A-Reël 4.14.2):*
    - (a) *dat die navorsingsonderwerp steeds relevant is;*
    - (b) *watter vordering reeds gemaak is;*
    - (c) *wat nog gedoen moet word om die studie te voltooi; en*
    - (d) *of die studieleier steeds beskikbaar is*

**EDU.4.10 LIST OF PROGRAMMES / LYS VAN PROGRAMME**

Programme Code / Program-kode	Curriculum Code / Kurrikulum-kode	Descriptive Name / Beskrywende naam	Curriculum Abbreviation / Module kode	Credits / Krediete	Campuses / Kampusse		
					P	V	M
4CC N01	O801P	Curriculum Studies / <i>Kurrikulumstudies</i>	CRSE 871	180	√	√	
4CE N01	O801P	Physical Science Education with Natural Science Education / <i>Fisiese Wetenskaponderwys met Natuurwetenskaponderwys</i>	PHSE 871	180	√		
4CB N01	O801P	Educational Management and Leadership / <i>Onderwysbestuur en Leierskap</i>	EDMA 871	180	√	√	√
4CG N01	O801P	Education Law / <i>Onderwysreg</i>	EDLW 871	180	√	√	
4CH N01	O801P	Educational Psychology / <i>Opvoedkundige Sielkunde</i>	EPSY 871	180	√		
4CJ N01	O801P	International and Comparative Education / <i>Internasionale en Vergelykende Opvoedkunde</i>	CMPE 871	180	√		
4CK N01	O801P	Mathematics Education / <i>Wiskunde-onderwys</i>	MATE 871	180	√		
4CL N01	O801P	Special Needs Education / <i>Onderwys vir Spesiale Behoeftes</i>	SPNE 871	180	√	√	

4CM N01	O801P	Philosophy of Education / <i>Filosofie van Opvoedkunde</i>	PHIE 871	180	√		
4CN N01	O801P	Physical Education / <i>Liggaamlike Opvoeding</i>	MOVE 871	180	√		
403 131	O812P	Information Technology Education* / <i>Inligtingstegnologie-onderwys*</i>	CSIE 871	240	√		
403 114**	08014M	Maths/Science Education Maths/Science Education <i>Wiskunde/Wetenskap Opvoedkunde</i>	SEDM 871	180			√

\* Application has been made for the new name "Computer Science Education", but the approval is still in anticipation.

\* *Daar is aansoek gedoen vir die nuwe naam "Rekenaarwetenskaponderwys", maar die goedkeuring daarvan is nog in afwagting.*

\*\* Phasing out of this qualification – no new intake from 2018.

\*\* Uitsfasing van hierdie kwalifikasie – geen nuwe inname vanaf 2018

## **EDU.4.11 EXAMINATIONS / EKSAMINERING**

The examination for the MEd degree consists of a dissertation submitted for examination.

*Ten einde 'n MEd-graad te verwerf, moet 'n verhandeling ingedien word vir eksaminering.*

### **EDU.4.11.1 Appointment of examiners / Benoeming van eksaminatore (A rule/reël 4.11.1)**

- (i) For the examination of a dissertation, at least two external examiners, must be appointed by the executive Dean of the faculty based on nominations of the supervisors and approval of the Scientific Committees.
  - (ii) At least three months before submission of the dissertation, the student and his/her supervisor must notify the administration officer of the Higher Degree Committee in writing of their intention to submit the dissertation for examination.
  - (iii) No examiner of a dissertation may have been involved in any manner in the supervision of the student or have acted as a critical reader of the dissertation.
- 
- (i) *Vir die eksaminering van 'n verhandeling moet minstens twee eksaminatore deur die uitvoerende dekaan van die Fakulteit aangewys word na aanleiding van nominasies deur die studieleiers en goedkeuring deur die wetenskaplike komitees.*
  - (ii) *Die student en sy/haar studieleier moet minstens drie maande voor inhandiging van die verhandeling, die administratiewe beampte van die Hoër Grade Komitee skriftelik in kennis stel dat die verhandeling ingedien gaan word vir eksaminering.*
  - (iii) *Geen eksamineerder van 'n verhandeling mag op enige wyse betrokke gewees het by die studieleiding van die student, of as kritiese leser van die verhandeling nie.*

### **EDU.4.11.2 Requirements to which the dissertation must conform / Vereistes waaraan die verhandeling moet voldoen**

- (i) A dissertation must provide proof that the student has mastered the relevant research paradigms and methodologies.
  - (ii) Regarding the technical requirements, a dissertation must comply with all the requirements prescribed by the Faculty Board and the latest "Manual for Postgraduate Studies".
- 
- (i) *'n Verhandeling moet bewys lewer dat die student die relevante navorsingsparadigma en -metodologieë bemeester het.*

- (ii) 'n *Verhandeling* moet ten opsigte van die tegniese vereistes voldoen aan die voorskrifte wat die *Fakulteitsraad* en die nuutste "*Handleiding vir Nagraadse Studie*" daarvoor stel.

#### **EDU.4.11.3 Submission of the dissertation for examination / *Indiening van die verhandeling vir eksaminering***

- (i) A dissertation may be submitted for examination only with the written permission of the supervisor(s).
- (ii) A dissertation that has been submitted for examination cannot be withdrawn by the student or supervisor(s).
- (i) 'n *Verhandeling* mag *alleenlik met die toestemming van die studieleier(s)* vir eksaminering ingedien word.
- (ii) 'n *Verhandeling* wat vir eksaminering ingedien is, kan nie deur die student of studieleier(s) van eksaminering onttrek word nie.

#### **EDU.4.11.4 Requirements for passing / *Slaagvereistes***

- (i) A student passes when a mark of at least 50% is obtained.
- (ii) A student passes with distinction when an average of at least 75% is obtained.
- (iii) A student who has failed a dissertation may only apply for re-admission to the same MEd degree programme once, after which a new study must be registered. The involved Deputy Dean of the Faculty must be notified before such registration may be approved.
- (iv) A student cannot be awarded a distinction for a research product that has been referred back by the examiners. The maximum mark that can be allocated may not exceed 70%. (A rule 4.11.6.2)
- (i) 'n *Verhandeling* word geslaag indien die student 'n punt van ten minste 50% behaal het.
- (ii) 'n *Verhandeling* word met onderskeiding geslaag indien die student 'n gemiddelde punt van ten minste 75% behaal het.
- (iii) 'n Student wat 'n verhandeling druij, mag slegs een keer aansoek doen om weer tot dieselfde MEd-gradstudie aan die Universiteit toegelaat te word, waarna 'n nuwe studie geregistreer moet word. Die betrokke Adjunkdekaan van die Fakulteit moet eers in kennis gestel word voordat sodanige registrasie goedgekeur kan word.
- (iv) 'n Student kan nie 'n onderskeiding vir 'n navorsingsproduk ontvang indien dit deur die eksaminatore terugverwys is nie. Die maksimum punt wat toegeken kan word mag nie 70% oorskry nie. (A-reël 4.11.6.2)

#### **EDU.4.12    TERMINATION OF STUDIES / TERMINERING VAN STUDIE**

The studies of a student may be terminated if he/she exceeds the maximum duration of the study period or in the case of unsatisfactory academic performance (A Rule 1.18). From the time of registration, the student's academic progress will be monitored continuously by means of half-yearly progress reports.

*Die studies van 'n student mag opgeskort word indien hy/sy die maksimum duur van die studietyd oorskry of ingeval van onbevredigende prestasie (A-Reël 1.18). Vanaf registrasie sal die student se akademiese vordering voortdurend deur middel van halfjaarlikse verslae gemonitor word.*

#### **EDU.4.13    ARTICULATION / ARTIKULASIE**

This qualification gives access to the PhD degree.

*Hierdie kwalifikasie gee toelating tot die PhD graad*

## **EDU.5**

### **RULES FOR THE DEGREE STRUCTURED MAGISTER EDUCATIONIS / MASTER OF EDUCATION (MED STRUCTURED) / REËLS VIR DIE GRAAD GESTRUKTUREERDE MAGISTER EDUCATIONIS / MEESTERSGRAAD IN OPVOEDKUNDE (MED GESTRUKTUREERD)**

**Method of delivery: / Metode van aflewering:**

Part time (contact) / *Deeltyds (kontak)*

**Important note: / Belangrike nota:**

This programme is **only offered in English** / *Hierdie program word slegs in Engels aangebied*

Method of delivery in the respective structured Master's-degree qualifications are offered as follows:

**Part time (contact)**

All master's-degree programmes are being administrated by Student Academic Life Cycle Administration (SALA) and must contribute to the research focus of the faculty.

The stipulations for the MEd Structured qualifications must be read together with the general academic rules of the University, which are available on the internet at:

[http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/7P-Arules2017\\_e1.pdf](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/7P-Arules2017_e1.pdf)

*Metode van aflewering in die onderskeie gestruktureerde meestersgraadkwalifikasies word soos volg aangebied:*

***Deeltyds (kontak)***

*Alle meestersgraadprogramme word deur Studente Akademiese Lewensiklusadministrasie (SALA) gadministreer en moet tot die navorsingsfokus van die fakulteit bydra.*

*Die stipulasies vir die MEd Gestruktureerd-kwalifikasies moet gelees word saam met die algemene akademiese reëls van die Universiteit, wat op die internet beskikbaar is by:*

[http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/7P-Arules2017\\_e1.pdf](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/7P-Arules2017_e1.pdf)

**EDU.5.1 MED IN HIGHER EDUCATION STUDIES / MED IN HOËRONDERWYSSTUDIE**

**EDU.5.1.1 Nature and aims of the qualification / Aard en doel van die kwalifikasie**

**EDU.5.1.1.1 General aim / Algemene doel**

The aim of the MEd in Higher Education Studies degree is to equip dedicated education specialists academically and to lead them to academic expertise and excellence to fulfil their vocation and to provide in South Africa's need for high-level education researchers and decision-makers. Furthermore, the qualification aims to equip graduates with focused research skills in order to enhance the scholarship of the teaching and learning profile of lecturers, regardless of the focus of each individual discipline. Candidates who are accredited with this qualification will be able to function with advanced intellectual, practical and research competencies in complex and challenging situations in diverse areas in higher education.

*Die doel van die MEd in Hoëronderwysstudie is om toegewyde onderwysspesialiste akademies toe te rus en hulle tot akademiese kundigheid en uitmuntendheid te lei om hulle roeping te vervul en in Suid-Afrika se behoefte aan hoëvlak-onderwysnavorsers en -besluitnemers te voorsien. Die kwalifikasie het voorts ten doel om gegradueerdes toe te rus met gefokusde navorsingvaardighede om die vakkundigheid van die onderrig- en leer-profiel van dosente te bevorder, ongeag die fokus van elke individuele dissipline. Kandidate wat vir hierdie kwalifikasie geakkrediteer is, sal in komplekse en uitdagende situasies in uiteenlopende areas in hoër onderwys met gevorderde intellektuele, praktiese en navorsingsbevoegdhede kan funksioneer.*



### **EDU.5.1.1.2 Specific objectives / Spesifieke doelwitte**

This qualification aims to equip graduates with advanced knowledge and appropriate educational skills and a disposition to function optimally as professionals and higher-education experts in their respective institutions. Furthermore, the qualification aims to equip graduates with focused higher-education research skills in order to enhance the scholarship of teaching and learning profile of lecturers and faculties, regardless of discipline focus.

*Hierdie kwalifikasie het ten doel om gegradueerdes met gevorderde kennis en toepaslike opvoedkundige vaardighede en 'n ingesteldheid toe te rus om optimaal in hulle onderskeie instellings as professionele persone en hoëronderwysspesialiste te funksioneer. Voorts het die kwalifikasie ten doel om gegradueerdes met gefokusde navorsingvaardighede in hoër onderwys toe te rus om die vakkundigheid van die onderrig- en leer-profiel van dosente en fakulteite te bevorder, ongeag die fokus die dissipline.*

## **EDU.5.2 ADMISSION REQUIREMENTS AND REGISTRATION / TOELATINGSVEREISTES EN REGISTRASIE**

### **EDU.5.2.1 General admission requirements / Algemene toelatingsvereistes**

- (i) A student intending to enrol for the MEd Structured in Higher Education Studies must obtain permission from the deputy dean concerned with M&D student matters/the school director to undertake the study.
- (ii) A student registering for the first time for the MEd in Higher Education Studies degree must do so at the time determined by the University.
- (iii) An MEd student can only register if a letter of permission, signed by the supervisor, has been submitted to the registration office. An MEd Structured student can only register once the applicant has

received a letter of acceptance from the FERI's M&D administrative office. (Registration takes place on a scheduled date in January.)

- (iv) Reregistration for the subsequent years of study must take place at the time determined by the University. Should a student not have reregistered at the time determined by the University, they must apply to the University for readmission.
  
- (i) *'n Student wat vir die gestruktureerde MEd-graad in Hoëronderwysstudie wil inskryf, moet toestemming van die adjunkdekaan gemoeid met M&D-studentesake/die skooldirekteur verkry om die studie te onderneem.*
  
- (ii) *'n Student wat vir die eerste keer vir die MEd-graad in Hoëronderwysstudie registreer, moet dit doen op die tydstip wat deur die Universiteit bepaal word.*
  
- (iii) *'n MEd-student kan slegs registreer as 'n toestemmingsbrief wat deur die studieleier onderteken is by die registrasiekantoor ingedien is. 'n MEd Gestruktureerd-student mag slegs registreer wanneer die aansoeker 'n brief van aanvaarding van die FERI se M&D-administrasiekantoor ontvang het. (Registrasie vind op 'n geskeduleerde datum in Januarie plaas.)*
  
- (iv) *Herregistrasie vir die daaropvolgende studiejare moet plaasvind op die tydstip wat deur die Universiteit bepaal word. Sou 'n student nie geherregistreer het op die tydstip wat deur die Universiteit bepaal is nie, moet hulle by die Universiteit vir hertoelating aansoek doen.*

### **EDU.5.3      RECOGNITION OF PRIOR LEARNING / ERKENNING VAN VORIGE LEER**

Prior knowledge as recognised by the faculty board – A Rule 1.7.3. /  
*Vorige kennis soos deur die fakulteitsraad erken – A-Reël 1.7.3.*

#### **EDU.5.4 STUDY PROGRAMME / STUDIEPROGRAM**

The method of delivery for this qualification is contact (part time). The students are required to attend three-week block sessions on campus at the beginning of each semester. The students attend contact sessions (face to face) aimed at a blend of teaching and learning methods, including lectures, group discussions, group reflection, group and individual assignments/portfolios, practical projects with application software, a colloquium, in-class presentations, reflective portfolios, tutorials, as well as independent self-study (guides, books, journals, case studies, multimedia) and online forums on the e-learning platform used by the North-West University. Attendance of the face-to-face contact time is important to ensure realisation of the module and qualification outcomes. Contact sessions are highly interactive and entail both theory and practical application of theory. Working in groups develops students' skills to function as part of a team or within a system.

*Die metode van aflewering vir hierdie kwalifikasie is kontak (deelyds). Die studente moet aan die begin van elke semester blokgeleenthede van drie weke lank op kampus by te woon. Die studente woon kontakgeleenthede (persoonlike kontak) by wat gemik is op 'n mengsel van leermetodes, insluitende lesings, groepbesprekings, groepbesinning, groep- en individuele werkopdragte/portefeuljes, praktiese projekte met toepassingsagteware, 'n kollokwium, klasaanbiedings, besinningsportefeuljes, tutoriale, asook onafhanklike selfstudie (gidse, boeke, vakydskrifte, gevallestudies, multimedia) en aanlyn forums op die e-leer-platform wat deur die Noordwes-Universiteit gebruik word. Bywoning van die persoonlike kontaktyd is belangrik om die realisering van die module en kwalifikasie-uitkomst te verseker. Kontakgeleenthede is hoogs interaktief en behels teorie sowel as praktiese toepassing van die teorie. Werk in groepe ontwikkel studente se vaardighede om in spanverband of binne 'n stelsel te funksioneer.*

- (i) A student in the MEd in Higher Education Studies degree must follow an approved programme in the focus of the faculty, in consultation with the relevant deputy dean.
  - (ii) There are taught modules for qualifications in the structured MEd in Higher Education Studies in Year 1 and Year 2 of the curriculum, but a student may not proceed to Year 2 of their studies if they have not obtained a minimum of 50% for all the taught modulus in the first year of study.
  - (iii) Passing all the taught modules in the first year of the MEd in Higher Education Studies is a prerequisite for the completion of the modules in the second year.
  - (iv) Research proposals must be submitted for approval not later than March in the second year of study.
- 
- (i) *'n Student vir die MEd-graad in Hoëronderwysstudies moet 'n goedgekeurde program in die fokus van die fakulteit volg, in oorleg met die betrokke adjunkdekaan.*
  - (ii) *Daar is modules vir kwalifikasies in die gestruktureerde MEd in Hoëronderwysstudies in jaar 1 en jaar 2 van die kurrikulum, maar 'n student mag nie na jaar 2 van die studie vorder as hulle nie 'n minimum van 50% behaal het vir al die modules wat in die eerste studiejaar onderrig word nie.*
  - (iii) *'n Slaagpunt vir al die modules wat in die eerste jaar van die MEd in Hoëronderwysstudies onderrig word, is 'n voorvereiste vir die voltooiing van die modules in die tweede jaar.*
  - (iv) *Navorsingsvoorstelle moet teen Maart in die tweede studiejaar vir goedkeuring ingedien word.*

### **EDU.5.5 DURATION OF THE STUDIES / DUUR VAN DIE STUDIE**

The minimum duration of the studies for this qualification is two (2) years and the acquisition of 180 credits, and the maximum length of time for completing the degree is three (3) years.

*Die minimum duur van die studie vir hierdie kwalifikasie is twee (2) jaar en die verwerwing van 180 krediete, en die maksimum tyd vir die voltooiing van die graad is drie (3) jaar.*

### **EDU.5.6 EXTENSION OF STUDY PERIOD / VERLENGING VAN DIE STUDIETYDPERK**

- (i) Candidates who do not expect to complete the study within the maximum time period must, before the end of the final study year, apply to the deputy dean concerned or, where applicable, to the school director concerned for an extension of the study period by one year (A Rule 4.14).
  - (ii) The supervisor must provide a motivation for the extension of the study period to the relevant deputy dean of the faculty.
  - (iii) An application for the extension of the study period must be in the form of a submission in which the following are indicated (A rule 4.14.2):
    - that the research topic is still relevant;
    - what progress has already been made;
    - what still has to be done to complete the studies; and
    - whether the supervisor is still available.
- (i) *Kandidate wat verwag dat hulle nie die studie binne die maksimum tydperk gaan voltooi nie, moet voor die einde van die finale studiejaar by die betrokke adjunkdekaan of, waar van toepassing, die skooldirekteur aansoek doen om die studietydperk met een jaar te verleng (A-Reël 4.14).*
- (ii) *Die studieleier moet 'n motivering vir die verlenging van die studietydperk aan die betrokke adjunkdekaan van die fakulteit gee.*

(iii) 'n Aansoek om die verlenging van die studietydperk moet in die vorm van 'n voorlegging wees waarin die volgende aangedui word (A-Reël 4.14.2):

- dat die navorsingsonderwerp steeds relevant is;
- watter vordering reeds gemaak is;
- wat nog gedoen moet word om die studie te voltooi; en
- of die studieleier steeds beskikbaar is.

#### EDU.5.6.1 List of modules / Lys van modules

Module code / Modulekode	Descriptive name / Beskrywende naam	Credits / Krediete
<b>Core modules / Kernmodules</b>		
SMHE 873	Research mini-dissertation / <i>Navorsingskripsie</i>	90
SMHE 874	Perspectives in Higher Education / <i>Perspektiewe op Hoër Onderwys</i>	10
SMHE 875	Teaching and Learning in Higher Education / <i>Onderrig en leer in Hoër Onderwys</i>	20
SMHE 876	Curriculum Inquiry and Programme Design in Higher Education / <i>Kurrikulumondersoek en programontwerp in Hoër Onderwys</i>	10
SMHE 877	Blended Learning Technologies in Higher Education / <i>Vervlegdeleertegnologieë in Hoër Onderwys</i>	10
SMHE 878	Assessment and Evaluation in Higher Education / <i>Assessering en evaluering in Hoër Onderwys</i>	10
SMHE 885	Introduction to Research in Higher Education / <i>Inleiding in Navorsing in Hoër Onderwys</i>	20
<b>Elective modules / Keusemodules</b>		
<b>Student must select <u>one</u> of the following: / Studente moet <u>een</u> van die volgende kies:</b>		
SMHE 879	Leadership in Higher Education / <i>Leierskap in Hoër Onderwys</i>	10
SMHE 884	Scholarship in Higher Education / <i>Wetenskaplike vakgeleerdheid in Hoër Onderwys</i>	10

**PROGRAM:** MEd in Higher Education Studies

**Code:** 4CP P01 O801P

**Campus:** Potchefstroom

**Method of delivery:** Part time (contact)

**Important note:** This programme is **only offered in English**

### Programme specific admission requirements

- A candidate qualifies for admission to this qualification (MEd in Higher Education Studies) if they are in possession of an applicable honours degree, OR a relevant four-year bachelor's degree, OR a postgraduate diploma at NQF Level 8, OR any other qualification deemed equal and suitable by the NWU Senate for admission to this qualification; AND
- a pass mark with an average of 65% for the exit-level modules of the previous qualification; AND
- at least two years of proven experience as an academic employee within the higher-education environment.

#### Learning assumed to be in place:

- The student must be computer literate in order to do literature searches and to complete assignments as well as a mini-dissertation.
- The student must have knowledge of various research designs and methodologies.

### PROGRAM STRUCTURE:

#### Part time

Year 1		Year 2	
Module code	Cr	Module code	Cr
SMHE 874	10	SMHE 873	90
SMHE 875	20	SMHE 885	20
SMHE 876	10		
SMHE 877	10		
SMHE 878	10		
Elective modules: select <b>one</b> of the following			
SMHE 879	10		
SMHE 884	10		
<b>Total Year 1</b>	<b>70</b>	<b>Total Year 2</b>	<b>110</b>

## **EDU.5.7 EXAMINATIONS / EKSAMEN**

- (i) In order to obtain a structured MEd in Higher Education Studies degree, lectured modules are to be completed. No written examination; and
  - (ii) Submission of a mini-dissertation for examination in the second year of study.
  - (iii) Students in the structured master's-degree programmes are not permitted to continue to Year 2 (research module and writing of a mini-dissertation) of their studies if they have not passed all their Year 1 taught modules with a minimum of 50%. Subject to exceptions approved by the dean.
- (i) Om 'n gestruktureerde MEd-graad in Hoërondewysstudies te verwerf, moet gedoseerde modules voltooi word. Geen skriftelike eksamen nie; en*
- (ii) Voorlegging van 'n skripsie vir eksaminering in die tweede studiejaar.*
- (iii) Studente in die gestruktureerde meestersgraadprogramme word nie toegelaat om met jaar 2 (navorsingsmodule en die skryf van 'n skripsie) van hulle studies voort te gaan as hulle nie al hulle gedoseerde modules van jaar 1 met 'n minimum van 50% geslaag het nie. Onderhewig aan uitsonderings wat deur die dekaan goedgekeur is.*

### **EDU.5.7.1 Appointment of examiners / Aanstelling van eksaminators**

- (i) The faculty's scientific committees appoint the examiners.
- (ii) The appointment of examiners is done in accordance with A Rule 4.11.1.
- (iii) At least three months before submission of the mini-dissertation, students and their supervisors must notify the administration officer of the scientific committees—in writing of their intention to submit the mini-dissertation for examination.



- (iv) No examiner of a mini-dissertation may have been involved in any manner in the supervision of the student or have acted as a critical reader of the mini-dissertation.
- (v) For the examination of a mini-dissertation in the structured master's-degree programmes, at least two examiners, one of whom must be an external examiner, have to be appointed by the respective scientific committees of the entities. The appointment of examiners is done in accordance with A Rule A.4.11.1.
  - (i) *Die fakulteit se wetenskaplike komitees stel die eksaminators aan.*
  - (ii) *Die aanstelling van eksaminators word in ooreenstemming met A-Reël 4.11.1 gedoen.*
  - (iii) *Studente en hulle studieleiers moet die administrasiebeampte van die wetenskaplike komitees ten minste drie maande voor die voorlegging van die skripsie skriftelik in kennis stel dat die skripsie vir eksaminering voorgelê gaan word.*
  - (iv) *Geen eksaminator van 'n skripsie mag op enige manier by die studieleiding van die student of as 'n kritiese leser van die skripsie betrokke wees nie.*
  - (v) *Vir die eksaminering van 'n skripsie in die gestruktureerde meestersgraadprogramme moet ten minste twee eksaminators, van wie een 'n eksterne eksaminator moet wees, deur die onderskeie wetenskaplike komitees van die entiteite aangestel word. Die aanstelling van eksaminators word in ooreenstemming met A-Reël A.4.11.1 gedoen.*

**EDU.5.7.2 Requirements to which the mini-dissertation must conform / Vereistes waaraan die skripsie moet voldoen**

- (i) A mini-dissertation must provide proof that the student has mastered the relevant research paradigms and methodologies.

- (ii) A mini-dissertation must comply with all the technical requirements prescribed by the faculty board and the latest “Manual for Postgraduate Studies”.
- (i) *’n Skripsie moet bewys verskaf dat die student die relevante navorsingsparadigmas en metodologieë bemeester het.*
- (ii) *Ten opsigte van tegniese vereistes moet ’n skripsie voldoen aan al die vereistes wat deur die fakulteitsraad en die jongste “Handleiding vir Nagraadse Studies” voorgeskryf word.*

**EDU.5.7.3 Submission of the mini-dissertation for examination / Voorlegging van die skripsie vir eksaminering**

- (i) A mini-dissertation may be submitted for examination only with the written permission of the supervisor(s).
- (ii) A mini-dissertation that has been submitted for examination cannot be withdrawn by the student or supervisor(s).
- (i) *’n Skripsie kan slegs met skriftelike toestemming van die studieleier(s) vir eksaminering voorgelê word.*
- (ii) *’n Skripsie wat vir eksaminering voorgelê is, kan nie deur die student of die studieleier(s) onttrek word nie.*

**EDU.5.7.4 Requirements for passing / Vereistes om te slaag**

- (i) Students in the structured master’s programmes are not permitted to continue to Year 2 (research module and writing of a mini-dissertation) of their studies if they have not passed all their Year 1 taught modules with a minimum of 50%. Subject to exceptions approved by the dean.
- (ii) Where a module in the structured master’s-degree programmes requires an examination paper students are not granted a second examination opportunity.
- (iii) Students in the structured master’s-degree programmes who do not obtain a minimum of 50% for assignment/s or portfolio/s that acts/act as an examination may get one more opportunity to

improve the assignment/s or portfolio/s and can be awarded only a maximum of 50% for the improved assignment/s or portfolio/s.

- (iv) Modules for which students have not obtained a minimum of 50% must be repeated in the following year.
- (v) If a student fails an examination in the research module in the final year of study by not obtaining the minimum required mark of 50%, the student may apply in writing to the research director for a chancellor's examination opportunity.
- (vi) A student passes coursework modules if they obtain a mark of at least 50% for each module and obtains a Category 1 or 2 for the mini-dissertation (Category 1: accepted unconditionally; Category 2: accepted on condition that specified revisions be made to the satisfaction of the supervisor).
- (vii) A dissertation, mini-dissertation, research report or other research product is passed with distinction if the examiners award an average mark of at least 75%. A master's degree by coursework is awarded with distinction where a weighted average of 75% is obtained for the coursework modules and the research component prescribed in faculty rules, and all coursework modules are passed on the first attempt.
- (viii) A student who has failed a mini-dissertation may only apply for readmission to the same MEd degree programme once, after which a new study must be registered. The relevant deputy dean of the faculty must be notified before such registration may be approved.
- (ix) A student cannot be awarded a distinction for a research product that has been referred back by the examiners. The maximum mark that can be allocated may not exceed 70% (A Rule 4.11.6.2)
- (i) *Studente in die gestruktureerde meestersgraadprogramme word nie toegelaat om met jaar 2 (navorsingsmodule en die skryf van 'n skripsie) van hulle studie voort te gaan as hulle nie al hulle*

*gedoseerde modules van jaar 1 met 'n minimum van 50% geslaag het nie. Onderhewig aan uitsonderings wat deur die dekaan goedgekeur is.*

- (ii) Waar 'n module in die gestruktureerde meestersgraadprogramme 'n eksamen vereis, word studente nie 'n tweede eksamineringsgeleentheid gegun nie.*
- (iii) Studente in die gestruktureerde meestersgraadprogramme wat nie 'n minimum van 50% verwerf het vir werkopdragte of portefeuljes wat as 'n eksamen dien nie, mag nog een geleentheid kry om die werkopdrag/te of portefeulje/s te verbeter en kan slegs 'n maksimum van 50% vir die verbeterde werkopdrag/te of portefeulje/s ontvang.*
- (iv) Modules waarvoor studente nie 'n minimum van 50% verwerf het nie, moet in die volgende jaar herhaal word.*
- (v) As 'n student in die finale studiejaar 'n eksamen in die navorsingsmodule druip deur nie die minimum vereiste punt van 50% te verwerf nie, mag die student skriftelik by die navorsingsdirekteur vir 'n kanselierseksamengeleentheid aansoek doen.*
- (vi) 'n Student slaag kursuswerkmodules as hulle 'n punt van ten minste 50% vir elke module en 'n kategorie 1 of 2 vir die skripsie verwerf (Kategorie 1: onvoorwaardelik aanvaar; Kategorie 2: aanvaar op voorwaarde dat bepaalde hersienings tot tevredenheid van die studieleier gemaak word).*
- (vii) 'n Verhandeling, skripsie, navorsingsverslag of ander navorsingsproduk word met onderskeiding geslaag as die eksaminators 'n gemiddelde punt van ten minste 75% toeken. 'n Meestersgraad deur middel van kursuswerk word met onderskeiding toegeken waar 'n geweegde gemiddelde van 75% behaal word vir die kursuswerkmodules en die navorsingskomponent wat in die fakulteitsreëls beskryf word, en alle kursuswerkmodules met die eerste probeerslag geslaag is.*

- (viii) 'n Student wat 'n skripsie gedruip het, mag slegs een keer vir hertoelating tot dieselfde MEd-graadprogram aansoek doen, waarna 'n nuwe studie geregistreer moet word. Die betrokke adjunkdekaan van die fakulteit moet in kennis gestel word voordat so 'n registrasie goedgekeur kan word.
- (ix) 'n Student kan nie 'n onderskeiding kry vir 'n navorsingsproduk wat deur die eksaminators terugverwys is nie. Die maksimum punt wat toegeken kan word, mag nie 70% oorskry nie (A-Reël 4.11.6.2)

#### **EDU.5.8      TERMINATION OF STUDIES / STAKING VAN STUDIES**

The studies of a student may be terminated if he/she exceeds the maximum duration of the study period or in the case of unsatisfactory academic performance (A Rule 1.18).

*'n Student se studie kan gestaak word as hulle die maksimum duur van die studietydperk oorskry het, of in die geval van onbevredigende akademiese prestasie (A-Reël 1.18).*

#### **EDU.5.9      ARTICULATION / ARTIKULASIE**

After successful completion of the MEd in Higher Education Studies (NQF Level 9), the graduate will be eligible for admission to a PhD in the Faculty of Education (NQF Level 10) with a focus on higher education.

*Ná suksesvolle voltooiing van die MEd in Hoëronderwysstudies (NKR-vlak 9) sal die gegradueerde geskik geag word om toegelaat te word tot 'n PhD in die Fakulteit Opvoedkunde (NKR-vlak 10) met 'n fokus op hoër onderwys.*

## EDU.5.10 MODULE OUTCOMES

<b>Module code: SMHE 873</b>	<b>Year 2</b>	<b>90 Cr</b>	<b>NQF level 9</b>
<b>Title:</b> Research mini-dissertation			
<b>Module outcomes:</b> After completion of the mini-dissertation, the student should demonstrate:			
<ul style="list-style-type: none"> <li>advanced and integrated knowledge of a subfield within the higher-education environment after engagement with and a critical analysis of relevant and current national and international literature on the subject;</li> <li>the ability to identify and conceptualize a relevant and challenging theoretical or practical problem within the chosen subfield of the higher-education environment;</li> <li>the ability to design, select and apply, in an ethical manner, appropriate qualitative and/or quantitative research methods, techniques and processes to effectively address the identified problem;</li> <li>ethical and professional verbal and written communication of new ideas or knowledge that are the products of own research while adhering to faculty standards and quality frameworks for appropriate academic discourse;</li> <li>the ability to operate in an independent manner and to take full responsibility for own work while demonstrating effective resource management practices.</li> </ul>			
<b>Method of delivery:</b> Part-time (contact)			
<b>Assessment modes:</b> <b>Summative:</b> Mini-dissertation / Assessment by one internal and one external examiner			
<b>Module code: SMHE 874</b>	<b>Year 1</b>	<b>10 Cr</b>	<b>NQF level 9</b>
<b>Title:</b> Perspectives in Higher Education			
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate:			
<ul style="list-style-type: none"> <li>advanced and integrated knowledge of the different perspectives on Higher Education as an interdisciplinary field of study and research in global context, but also with a specific focus on critical engagement with and critique of those perspectives pertinent to HE in African and South African context;</li> <li>an ability to use advanced knowledge and understanding to reflect on and critique the purpose, system and effectiveness of HE within own institutional context;</li> <li>an ability to identify and explore contextualised problems or challenges within the HE environment by employing own pre-knowledge, effectively gathering and analysing current literature, and using appropriate strategies and approaches to study the field of HE;</li> <li>an ability to make autonomous ethical decisions within the HE environment and to communicate ideas and insights in a verbal and written format according to the ethical and quality standards of the faculty.</li> </ul>			
<b>Method of delivery:</b> Part-time (contact)			
<b>Assessment modes:</b> <b>Informal Formative</b> Reading and reflection reports <b>Formal formative</b> Verbal report / Written and integrated assignment with one opportunity for resubmission if less than 50% is obtained for first submission <b>Summative:</b> Assignment			
<b>Module code: SMHE 875</b>	<b>Year 1</b>	<b>20 Cr</b>	<b>NQF level 9</b>
<b>Title:</b> Teaching and Learning in Higher Education			
<b>Module outcomes:</b> After successful completion of this module, student should demonstrate:			
<ul style="list-style-type: none"> <li>advanced and integrated knowledge and understanding of the characteristics and learning styles of the modern-day student, with specific focus on the engagement with and critique of various factors that promote or inhibit student learning and the influence thereof on HE teaching practices;</li> <li>an ability to evaluate current processes of knowledge production and argue appropriate strategies for information processing and management, with particular reference to a disposition of self-directed learning in HE contexts;</li> <li>the ability to analyse, evaluate and defend the selection and implementation of various teaching practices for effective student learning in different HE contexts, with a focus on those methods or technologies that will activate different components of student engagement;</li> <li>the ability to critically engage with a variety of theoretical frameworks on student learning and development and analyse various perspectives on the relationship between learning theory and teaching practice, enabling them to address challenges and complex problems regarding teaching and learning in HE</li> <li>evidence of innovation or fostering innovation in a scholarly manner to improve the quality of teaching and learning in teaching and learning in HE contexts, and to report their findings, insights and solutions to problems and issues in academically appropriate ways to different audiences;</li> <li>an ability to manage and take accountability of their own learning in a self-directed and self-critical manner.</li> </ul>			
<b>Method of delivery:</b> Part-time (contact)			
<b>Assessment modes:</b> <b>Informal Formative</b> Reading and reflection reports <b>Formal formative</b> Written and integrated assignment with one opportunity for resubmission if less than 50% is obtained for first submission <b>Summative:</b> Assignment			

Module code: SMHE 876	Year 1	10 Cr	NQF level 9
<b>Title:</b> Curriculum Inquiry and Programme Design in Higher Education			
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate:			
<ul style="list-style-type: none"> <li>advanced and integrated knowledge and understanding of different perspectives on curriculum theory, structures, types, and levels in higher education with a view to engage with and critique current HE curriculum perspectives and its relevance to the modern HE environment;</li> <li>the ability to identify, analyse and evaluate approaches to curriculum planning, development and implementation in HE and then developing and incorporate appropriate graduate attributes according to the SAQA level descriptors to ensure national and global employability and further study opportunities;</li> <li>informed knowledge and critical understanding of the Higher Education Qualifications Sub-Framework and the significance and application thereof in curriculum design in South African HE context;</li> <li>applicable curriculum-design skills to apply quality assurance/development criteria to at least one qualification or programme of your HE institution;</li> <li>an ability to make critical and autonomous ethical decisions with regard to the purpose, rationale, admission requirements, target population and design of qualifications in HE.</li> </ul>			
<b>Method of delivery:</b> Part-time (contact)			
<b>Assessment modes:</b>			
<b>Informal Formative</b> Reading and reflection reports			
<b>Formal formative</b> Written and integrated assignment with one opportunity for resubmission if less than 50% is obtained for first submission			
<b>Summative:</b> Assignment			
Module code: SMHE 877	Year 1	10 Cr	NQF level 9
<b>Title:</b> Blended Learning Technologies in Higher Education			
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate:			
<ul style="list-style-type: none"> <li>an advanced and integrated knowledge with regard to the fundamentals of blended learning and appropriate technologies after engagement with and critical analysis of relevant and current national and international literature on the subject;</li> <li>the ability to critique, evaluate and apply theories underlying teaching and learning with technologies;</li> <li>the ability to critique and evaluate technology tools and strategies such as web-based learning, online learning and distance education, as well as to develop own teaching and learning strategies supported by appropriate technologies that sustain independent learning and academic or professional development;</li> <li>the ability to evaluate, design and implement optimal online learning communities and communities of inquiry (COI) with technology according to pedagogical blended-learning and self-directed and self-regulated learning principles;</li> <li>the creative ability to design, develop and implement blended-learning environments with appropriate teaching and learning strategies in learning management systems (LMS).</li> </ul>			
<b>Method of delivery:</b> Part-time (contact)			
<b>Assessment modes:</b>			
<b>Informal Formative</b> Reading and reflection reports			
<b>Formal formative</b> Written and integrated assignment with one opportunity for resubmission if less than 50% is obtained for first submission			
<b>Summative:</b> Assignment			
Module code: SMHE 878	Year 1	10 Cr	NQF level 9
<b>Title:</b> Assessment and Evaluation in Higher Education			
<b>Module outcomes:</b> After successful completion of this module, the student should demonstrate:			
<ul style="list-style-type: none"> <li>specialized and integrated knowledge of assessment and evaluation related concepts and the ability to account for the relevance of these concepts in higher educational settings;</li> <li>a comprehensive understanding of context-related principles for the assessment of student learning, particularly with the view of implementing learning-centered approaches;</li> <li>the ability to relate assessment practices to learning outcomes and assessment criteria and design appropriate context-related assessment tasks for assessing different types and levels of learning outcomes;</li> <li>the ability to establish and apply an evaluation framework to analyse own assessment practices; and</li> <li>the ability to plan, develop and conduct innovative assessment or evaluation in a higher education milieu and to critically report on the processes and findings.</li> </ul>			
<b>Method of delivery:</b> Part-time (contact)			
<b>Assessment modes:</b>			
<b>Informal Formative</b> Reading and reflection reports			
<b>Formal formative</b> Written and integrated assignment with one opportunity for resubmission if less than 50% is obtained for first submission			
<b>Summative:</b> Assignment			

<b>Module code: SMHE 885</b>	<b>Year 2</b>	<b>20 Cr</b>	<b>NQF level 9</b>
<b>Title: Introduction to Research in Higher Education</b>			
<b>Module outcomes:</b>			
After successful completion of this module, the student should demonstrate:			
<ul style="list-style-type: none"> <li>critical understanding of the role of research traditions in conceptualising, planning, executing and positioning research and research projects in higher-education contexts;</li> <li>appreciation of the value of epistemological, ontological and methodological considerations in research;</li> <li>the ability to distinguish between ethical and unethical practices and behaviour in research and contribute to the development of ethical standards in at least one ethical research issue;</li> <li>the ability to make preliminary decisions as to a research approach and design for a possible research project;</li> <li>the ability to identify and apply appropriate quantitative methods of data generation and statistical analysis and interpretation, while effectively addressing the issues of validity and reliability relevant to the use of such methods;</li> <li>critical and ethical engagement with various schools of thought, approaches, methods to research of a qualitative nature in higher education;</li> <li>the planning of different but limited research projects that will generate qualitative and quantitative data and communicate such data and findings while adhering to academic writing conventions in the reporting of research;</li> <li>critical understanding of, and awareness of when to apply, mixed research approaches in higher-education research.</li> </ul>			
<b>Method of delivery:</b> Part-time (contact)			
<b>Assessment modes:</b>			
<b>Informal Formative</b>			
Reading and reflection reports			
<b>Formal formative</b>			
Written and integrated assignment with one opportunity for resubmission if less than 50% is obtained for first submission			
<b>Summative:</b> Assignment			

## Elective modules

<b>Module code: SMHE 879</b>	<b>Year 1</b>	<b>10 Cr</b>	<b>NQF level 9</b>
<b>Title: Leadership in Higher Education</b>			
<b>Module outcomes:</b>			
After successful completion of this module, the student should demonstrate:			
<ul style="list-style-type: none"> <li>advanced knowledge of the nature and types of leadership in an academic organization and a critical understanding and application of leadership theory in the higher-education environment;</li> <li>critical understanding of the complex nature of leadership vs management vs governance in higher education and an ability to correctly apply the different concepts in various higher-education contexts;</li> <li>the ability to identify, analyse, conceptualize and then address complex and challenging problems for higher-education leaders and managers, with specific reference to ethical issues pertaining to leadership, diversity leadership and the theme of women in leadership;</li> <li>the ability to distinguish leadership competences and capabilities with a view to implementing appropriate strategies to solve critical issues in leadership-related case studies and scenarios;</li> <li>the ability to use appropriate resources of academic discourse to communicate knowledge, insight and critical understanding of all relevant higher-education leadership issues in an academically acceptable manner.</li> </ul>			
<b>Method of delivery:</b> Part-time (contact)			
<b>Assessment modes:</b>			
<b>Informal Formative</b>			
Reading and reflection reports			
<b>Formal formative</b>			
Written and integrated assignment with one opportunity for resubmission if less than 50% is obtained for first submission.			
<b>Summative:</b> Assignment			

<b>Module code: SMHE 884</b>	<b>Year 1</b>	<b>10 Cr</b>	<b>NQF level 9</b>
<b>Title: *Scholarship in Higher Education</b>			
<b>Module outcomes:</b>			
After successful completion of this module, the student should demonstrate:			
<ul style="list-style-type: none"> <li>advanced knowledge and critical understanding of the complex nature, purpose and requirements of the concept of scholarship within a broader academic context;</li> <li>the ability to engage with relevant literature on scholarship in higher education in order to distinguish among the different types of scholarship, to critically contribute to the development of practical and ethical standards for the different types of scholarship in the general higher-education environment, and to critically evaluate adherence of own higher-education practices in a specific discipline to the requirements of the different types of scholarship;</li> <li>the ability to make value judgments on the implications of the different types of scholarship recognized in the higher-education environment, and to critically defend or refute the practical engagement of all types in the day-to-day work of the higher-education lecturer;</li> </ul>			



- the ability to use the resources of academic and professional higher-education discourse to communicate and defend substantial ideas that are the products of critical engagement with the issues on scholarship in higher education; and then to use appropriate communication skills to present innovative ideas to selected audiences.

**Method of delivery:** Part-time (contact)

**Assessment modes:**

**Informal Formative**

Reading and reflection reports

**Formal formative**

Written and integrated assignment with one opportunity for resubmission if less than 50% is obtained for first submission.

**Summative:** Assignment

## **EDU.6 RULES FOR THE DEGREE PHILOSOPHIAE DOCTOR (PHD) / REËLS VIR DIE GRAAD PHILOSOPHIAE DOCTOR (PHD)**

**Method of presentation: Full-time  
Part-time**

The doctoral degree can be obtained in one of the programmes in rule EDU.5.10 and can be taken on a full-time or part-time basis.

The stipulations for the doctoral degree must be read together with the general academic rules of the university, which are available on the Internet at:

[http://www.nwu.ac.za/gov\\_man/policy/7P-Academic\\_Rules\\_e.pdf](http://www.nwu.ac.za/gov_man/policy/7P-Academic_Rules_e.pdf)

All doctoral programmes are being administrated by Student Academic Life cycle Administration (SALA) and must contribute to the research focus of the Faculty.

**Metodes van aflewering: Voltyds  
Deeltyds**

*Die doktorsgraad kan verwerf word in een van die programme in reël EDU.5.10 en kan voltyds of deelyds geneem word.*

*Die bepalinge vir die doktorsgraad moet saamgelees word met die algemene akademiese reëls vir die Universiteit wat beskikbaar is op die Internet by:*

[http://www.nwu.ac.za/gov\\_man/policy/7P-Academic\\_Rules\\_a.pdf](http://www.nwu.ac.za/gov_man/policy/7P-Academic_Rules_a.pdf)

*Alle doktorsgraadprogramme word geadministreer vanuit die Studente Akademiese Leefsiklus Administrasie (SALA) en moet 'n bydrae maak tot die navorsingsfokus van die Fakulteit.*

## **EDU.6.1 AIMS OF THE DOCTORAL DEGREE PROGRAMME / DIE DOEL VAN DIE DOKTORSGRAADPROGRAM**

The aim of the doctoral degree programme is to provide in South Africa's need for dedicated and highly specialised education researchers, who are empowered to conduct original education research, to make a scientific contribution to knowledge construction and understanding of one of the specialised areas mentioned below, either by contributing to the discovering of new knowledge or develop a critical research approach, and to contribute in a responsible and meaningful way to the improvement of education at a local, national and international level.

*Die doel van die doktorsgraadprogram is om te voorsien in Suid-Afrika se behoeftes aan toegewyde en hoogsgespesialiseerde onderwysnavorsers wat bemaatig is om oorspronklike onderwysnavorsing te doen, deur òf die ontsluiting van nuwe kennis, òf die beoefening van kritiese navorsingsparadigmas en 'n wetenskaplike bydrae te maak tot die kennis en verstaan van een van die ondergenoemde spesialiseringsterreine; en om op 'n verantwoordelike en sinvolle wyse by te dra tot die verbetering van onderwys op plaaslike, nasionale en internasionale vlak.*

## **EDU.6.2 ADMISSION REQUIREMENTS / TOELATINGSVEREISTES**

### **EDU.6.2.1 General admission requirements / Algemene toelatingsvereistes**

- (i) Admission shall be subject to approval by the Faculty on recommendation of the Deputy Dean and in consultation with the school director where applicable. Students are advised to discuss their intended research and supervision well in advance of admission to a doctoral programme.
  - (ii) A student registering for the first time for the doctoral degree must do so at the time determined by the University.
  - (iii) Re-registration for the following years of study must take place at the time determined by the University.
  - (iv) Should a student in any year fail to register at the time determined by the University, the Faculty may allocate the topic of the thesis, if already registered, to another student.
  - (v) Should a student fail to register at the time determined by the University, he/she must apply to the Registrar for re-admission.
- 
- (i) *Toelating sal, onderworpe aan die goedkeuring van die Fakulteit en op aanbeveling van die Adjunkdekaan, in konsultasie met die skooldirekteur waar van toepassing, geskied. Studente word aanbeveel om hulle beoogde navorsing en studiebegeleiding betyds voor toelating tot die doktorale program, te bespreek.*
  - (ii) *'n Student wat vir die eerste keer vir die doktorale graad registreer, moet dit op die datum soos deur die Universiteit bepaal word, doen.*
  - (iii) *Herregistrasie vir die daaropvolgende studiejare moet op die datum soos deur die Universiteit bepaal word, geskied.*
  - (iv) *Indien 'n student sou nalaat om vir enige van die daaropvolgende studiejare op die datum soos deur die Universiteit bepaal is, te registreer, kan die Fakulteit die gekose onderwerp van die studie, indien dit reeds geregistreer is, aan 'n ander student toeken.*
  - (v) *'n Student wat nalaat om op die datum soos deur die Universiteit bepaal is, te registreer, moet by die registrateur om hertoelating aansoek doen.*

### **EDU.6.2.2 Specific admission requirements / Spesifieke toelatingsvereistes**

- (i) A master's degree (MEd) in the area of specialisation for which the student wishes to register for the PhD is a prerequisite.
  - (ii) Should a student not have a master's degree in the applicable field of Education, but the student has another master's degree, the Faculty may set further conditions for admission.
  - (iii) The student must have obtained a minimum average pass mark of 65% for the MEd degree.
  - (iv) Even if a prospective student meets all of the above admission requirements, the application may still be turned down (1) owing to a lack of capacity in the Faculty to render adequate supervision, or (2) if the proposed research topic cannot be accommodated within the focus of existing research programmes/projects in the Faculty.
- 
- (i) *Die student moet in besit wees van 'n meestersgraad (MEd) in die spesialisingsrigting waarvoor hy/sy vir die PhD wil registreer.*
  - (ii) *Indien 'n student nie oor 'n meestersgraad in die toepaslike veld van Opvoedkunde beskik nie, maar in besit van 'n ander meestersgraad is, kan verdere voorwaardes vir toelating deur die Fakulteit gestel word.*
  - (iii) *Die student moet 'n minimum slaagsyfer van gemiddeld 65% in die MEd-graad, behaal het.*
  - (iv) *Selfs al voldoen die voornemende student aan al die bostaande toelatingsvereistes, kan die aansoek steeds afgewys word (1) op grond van 'n tekort aan kapasiteit in die Fakulteit om toereikende studiebegeleiding te verleen, en (2) waar die voorgestelde navorsingsonderwerp nie binne die fokus van die bestaande navorsingsprogramme/projekte in die Fakulteit geakkommodeer kan word nie.*

### **EDU.6.3 RECOGNITION OF PRIOR LEARNING / ERKENNING VAN VORIGE LEER**

Prior learning as approved by the Management Committee and included in the Faculty Quality Manual.

*Vorige leer soos goedgekeur deur die Bestuurskomitee van die Fakulteit en soos in die Fakulteit se Kwaliteitshandleiding opgeneem.*

### **EDU.6.4 STUDY PROGRAMME / STUDIEPROGRAM**

- (i) A student for the PhD degree must follow an approved programme in the focus of the Faculty, in consultation with the involved Deputy Dean.

- (ii) Attendance of the approved support programme is strongly recommended.
  - (iii) A student who has been admitted to the PhD programme must submit a research proposal to the Scientific Committee for approval within six (6) months after registration. The approved academic processes and administrative cut-off dates for submission must be followed.
  - (iv) If a student fails to present a research proposal as referred to above for approval in time, the study may, after due notification, be terminated by the University. (A Rule 5.9.5).
- (i) *'n Student vir die PhD-graad moet 'n goedgekeurde program binne die fokus van die Fakulteit, in oorlegpleging met die betrokke adjunkdekaan, volg.*
  - (ii) *Bywoning van die goedgekeurde ondersteuningsprogram word sterk aanbeveel.*
  - (iii) *'n Student wat tot die PhD-program toegelaat is, moet binne ses (6) maande na registrasie, 'n navorsingsvoorstel vir goedkeuring aan die Wetenskaplike komitee voorlê. Die goedgekeurde akademiese prosesse en administratiewe sperdatums vir voorlegging, moet gevolg word.*
  - (iv) *Indien 'n student in gebreke sou bly om die navorsingsvoorstel binne ses (6) maande na registrasie voor te lê, kan sy/haar studies getermineer word (A-Reël 5.9.5).*

**EDU.6.5 RESEARCH PROPOSAL AND TITLE REGISTRATION (A Rule 5.9) / NAVORSINGSVOORSTEL EN TITELREGISTRASIE (A-reël 5.9)**

- (i) A student presents a research proposal and proposed title for a thesis for approval and registration to the MEd and PhD office of the faculty.
  - (ii) The student's proposal and proposed title are then sent to the relevant scientific committee of a research entity or of the faculty for consideration.
  - (iii) After consideration the proposal and proposed title is send back to the student - if not accepted OR the scientific committee submit the approved proposal to the Research and Innovation Committee/relevant entity committee for consideration and final approval.
- (i) *'n Student moet 'n navorsingsvoorstel en voorgestelde titel vir 'n proefskrif vir goedkeuring en registrasie by die MEd- en PhD-kantoor van die Fakulteit indien.*
  - (ii) *Die student se voorstel en voorgestelde titel word dan aan die toepaslike wetenskaplike komitee van 'n navorsingsentiteit of die Fakulteit vir oorweging gestuur.*

- (iii) *Na oorweging word die voorstel en voorgestelde titel aan die student teruggestuur – indien dit nie aanvaar is nie OF die wetenskaplike komitee dien die goedgekeurde voorstel by die Navorsing- en Innoveringskomitee/toepaslike entiteitskomitee in vir oorweging en finale goedkeuring.*

**EDU.6.6 APPOINTMENT OF PROMOTER / CO-PROMOTER (A rule 5.8.4) / AANSTELLING VAN PROMOTOR / MEDE-PROMOTOR (A-reël 5.8.4)**

- (i) At the Scientific Committee a co-promoter could be suggested on the grounds of the relevant technical expertise despite such a person not being in possession of a doctoral degree.
- (ii) *'n Mede-promotor kan deur die wetenskaplike komitee voorgestel word op grond van die toepaslike tegniese kundigheid wat vereis word, afgesien daarvan of die persoon nie oor 'n doktorsgraad beskik nie.*

**EDU.6.7 ETHICAL CLEARANCE OF A RESEARCH PROPOSAL: A-rule 5.9.4 / ETIESE KLARING VAN 'N NAVORSINGSVOORSTEL (A-reël 5.9.4)**

After the approval of the research proposal at the Research and Innovation Committee, ethical clearance is obtained from the applicable Ethics Committee. The assigned Ethics number is submitted to the institutional Ethics office as well as to the Higher degrees administration office.

*Nadat die navorsingsvoorstel deur die Navorsing- en Innoveringskomitee goedgekeur is, word etiese klaring by die toepaslike Etiese Komitee verkry. 'n Etiek-nommer word toegeken en by die institusionele etiekkantoor, asook die nagraadse administrasiekantoor ingedien.*

**EDU.6.8 DURATION OF THE STUDIES / DUUR VAN DIE STUDIE**

The minimum duration of the studies for this qualification is a period of two (2) years and the acquisition of 360 credits, and the maximum length of time for completing the doctoral degree for full-time students, is a period of four (4) years. The maximum length of time for a part-time student is a period of five (5) years (A rule 1.14)

*Die minimum duur van die studie vir hierdie kwalifikasie is twee (2) jaar en na verwerving van die vereiste 360 krediete en die maksimum tydsduur vir die voltooiing van die doktorsgraad vir voltyds studente is vier (4) jaar. Die maksimum tydsduur vir deeltydse studente is vyf (5) jaar. (A reël 1.14)*

**EDU.6.9      EXTENSION OF THE STUDY PERIOD / VERLENGING VAN  
STUDIETYDPERK**

- (i) A student who does not complete his/her studies within the maximum period must apply to the Deputy Dean for an extension of the study period by one academic year at the end of the fourth/fifth year of his studies (A Rule 5.13).
  - (ii) The promoter must provide a motivation for the extension of the study period to the involved Deputy Dean.
  - (iii) An application for the extension of the study period must be in the form of a submission in which the following are indicated (A Rule 5.13.2):
    - a) that the research topic is still relevant;
    - b) what progress has already been made;
    - c) what still has to be done to complete the studies; and
    - d) whether the promoter is still available.
- 
- (i) *'n Student wat nie sy/haar studies binne die maksimum studietyd voltooi nie, moet aan die einde van die vierde/vyfde studiejaar by die betrokke Adjunkdekaan aansoek doen om 'n verlenging van die studietydperk met een bykomende akademiese jaar (A-Reël 5.13).*
  - (ii) *Die promotor moet 'n motivering vir die verlenging van die studietyd aan die betrokke Adjunkdekaan van die Fakulteit, voorsien.*
  - (iii) *'n Aansoek om die verlenging van die studietyd moet in die vorm van 'n voorlegging, die volgende toelig (A-Reël 5.13.2):*
    - a) of die navorsingsonderwerp steeds relevant is;*
    - b) watter vordering reeds gemaak is;*
    - c) wat nog gedoen moet word om die studie af te handel;*
    - d) of die promotor steeds beskikbaar is.*

**EDU.6.10 LIST OF PROGRAMMES / LYS VAN PROGRAMME**

Programme Code / Program-kode	Curriculum Code / Kurrikulum-kode	Descriptive Name / Beskrywende naam	Curriculum Abbreviation / Module kode	Credits / Krediete	Campuses / Kampusse		
					P	V	M
4CA R10	O901P	Natural Science Education / <i>Fisiese Natuurwetenskaponderwys</i>	PHSE 971	360	√		
4CA R06	O901P	Educational Management / <i>Onderwysbestuur</i>	EDMA 971	360	√	√	√
4CA R05	O901P	Education Law / <i>Onderwysreg</i>	EDLW 971	360	√	√	
4CA R07	O901P	Educational Psychology / <i>Opvoedkundige Sielkunde</i>	EPSY 971	360	√		
4CA R01	O901P	Comparative Education / <i>Vergelykende Opvoedkunde</i>	CMPE 971	360	√		
4CA R09	O901P	Mathematics Education / <i>Wiskunde-onderwys</i>	MATE 971	360	√		
4CA R14	O901P	Special Needs Education / <i>Onderwys vir Spesiale Behoeftes</i>	SPNE 971	360	√	√	
4CA R11	O901P	Philosophy of Education / <i>Filosofie van Opvoedkunde</i>	PHIE 971	360	√		
4CA R12	O901P	Physical Education / <i>Liggaamlike Opvoeding</i>	MOVE 971	360	√		
4CA R02	O901P	Computer Science Education / <i>Rekenaarwetenskaponderwys</i>	CSIE 971	360	√		
4CA R03	O901P	Curriculum Studies / <i>Kurrikulumstudies</i>	CRSE 971	360	√	√	√



## **EDU.6.11 EXAMINATIONS / EKSAMINERING**

### **EDU.6.11.1 Appointment of examiners / Benoeming van eksaminatore**

- (i) For the examination of a thesis, at least three external examiners, of which one must preferably be an international examiner, must be appointed by the executive Dean of the faculty based on nominations of the promoters and approval of the Scientific Committees.
  - (ii) At least three months before submission of the thesis, the student and his/her promoter must notify the administration officer of the Higher Degree Committee in writing of their intention to submit the thesis for examination.
  - (iii) No examiner of a thesis may have been involved in any manner in the supervision of the student or have acted as a critical reader of the thesis.
- 
- (i) *Vir die eksaminering van 'n proefskrif moet minstens drie eksaminatore, waarvan een verkieslik 'n internasionale eksaminator moet wees, deur die uitvoerende dekaan van die Fakulteit aangewys word na aanleiding van nominasies deur die promotors en goedkeuring deur die wetenskaplike komitees.*
  - (ii) *Die student en sy/haar promotor moet minstens drie maande voor inhandiging van die proefskrif, die administratiewe beampte van die Hoër Grade Komitee skriftelik in kennis stel dat die proefskrif ingedien gaan word vir eksaminering.*
  - (iii) *Geen eksamineerder van 'n proefskrif mag op enige wyse betrokke gewees het by die studieleiding van die student, of as kritiese leser van die proefskrif nie.*

### **EDU.6.11.2 Examinations / Eksaminering**

- (i) Examinations for a doctoral degree comprise at least a doctoral thesis that details the student's original research.
- (ii) A doctoral thesis must be submitted for examination.
- (i) *Die eksamen vir 'n doktorsgraad bestaan minstens uit 'n proefskrif wat die resultate van die student se oorspronklike navorsing bevat.*
- (ii) *'n Doktorale proefskrif moet vir eksaminering ingedien word.*

## **EDU.6.12 REQUIREMENTS FOR A DOCTORAL THESIS / VEREISTES VIR DIE PROEFSKRIF**

- (i) A doctoral thesis must contribute towards scientific education research, knowledge construction and insight into the research domain, and has to provide proof of originality, either by finding new facts, or by exercising an independent critical research approach (A Rule 5.2.1).

- (ii) The editing of a thesis must be satisfactory and comply with the requirements laid down by the Faculty Board (A Rule 5.10.3) and the latest Manual for Postgraduate Studies.
- (iii) In order to obtain a doctoral degree, the following is required: a thesis, or a series of at least four manuscripts in article format with an introduction and conclusion chapter according to the normal thesis requirements. Should the article approach be followed, it should be disclosed to the Research and Innovation committee when the proposal is submitted to establish specific criteria for the process. With submission for examination, proof of acceptance of one article for publication and submission of another three articles to various or the same accredited journal must be delivered (A rule 5.10.5).
- (iv) Proof of the submission of the article, as received from the editor of the accredited journal, must be submitted to the SALA M&D office of the faculty two weeks before closing of graduation list. In the case where a student misses the due date, the degree will be postponed to the next graduation ceremony.
  - (i) *'n Proefskrif moet bydra tot wetenskaplike opvoedkundige navorsing, kenniskonstruksie en insig in die navorsingsdomein, en moet bewys lewer van oorspronklikheid, hetsy deur die vind van nuwe feite of deur die beoefening van 'n onafhanklike kritiese navorsingsbenadering (A-Reël 5.2.1).*
  - (ii) *'n Proefskrif moet ten opsigte van die tegniese vereistes voldoen aan die voorskrifte wat die Fakulteitsraad en die nuutste Handleiding vir Nagraadse Studie daaraan stel (A-Reël 5.10.3).*
  - (iii) *Om 'n doktorsgraad te kan verwerf, word die volgende vereis: 'n proefskrif of 'n reeks van minstens vier manuskripte in artikelformaat, met 'n inleiding en gevolgtrekkingshoofstuk, in ooreenstemming met standaard proefskrif-vereistes. Indien die artikelbenadering gevolg word, moet dit so aan die Navorsing- en Innoveringskomitee aangedui word wanneer die voorstel ingedien word om spesifieke kriteria vir die proses daar te stel. Wanneer die proefskrif vir eksaminering ingedien word, moet bewys gelewer word van die aanvaarding van een artikel vir publikasie en indiening van drie ander artikels aan verskeie of dieselfde geakkrediteerde joernale (A-reëls 5.10.5).*
  - (iv) *Bewys van indiening van 'n navorsingsartikel aan n geakkrediteerde tydskrif, soos ontvang van die redakteur, moet ten minste twee weke voor die sluiting van die graduandilys by die SALA M&D kantoor van die Fakulteit ingedien word. Indien die student die doeldatum mis, sal die graad eers tydens die volgende gradeplegtigheid toegeken word.*

### **EDU.6.13    TERMINATION OF STUDIES / *TERMINERING VAN STUDIE***

The studies of a student may be terminated if he/she exceeds the maximum duration of the study period or in the case of unsatisfactory academic performance (A Rule 1.18). From the time of registration, the student's academic progress will be monitored continuously by means of half-yearly progress reports.

*Die studies van 'n student kan beëindig word indien hy/sy die maksimum studietyd oorskry of in die geval van onbevredigende akademiese prestasie (A-Reël 1.18). Die akademiese prestasie van die student sal deurlopend vanaf registrasie deur middel van half-jaarlikse vorderingsverslae gemonitor word.*