

2020

Yearbook
Jaarboek



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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 Yearbook 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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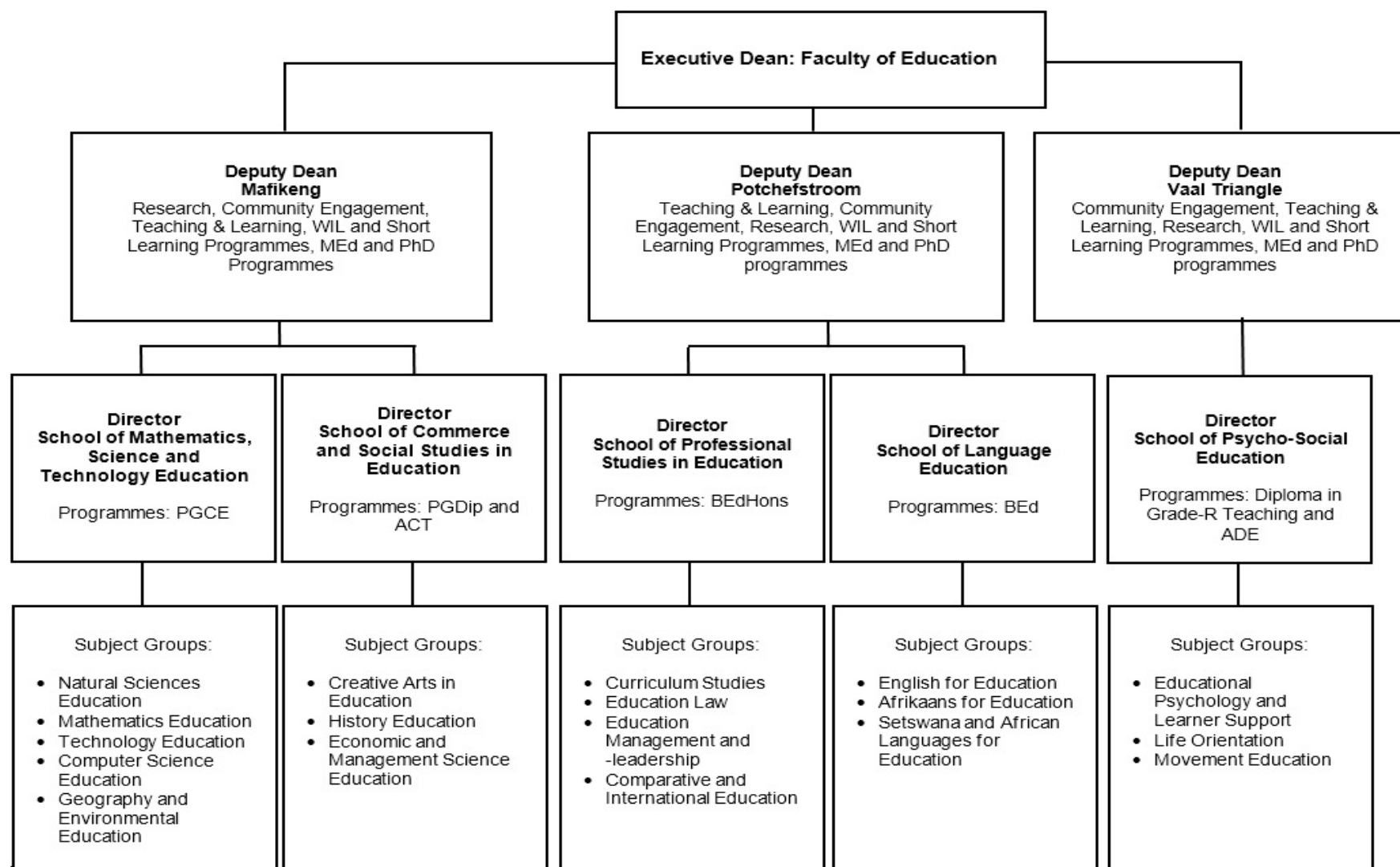
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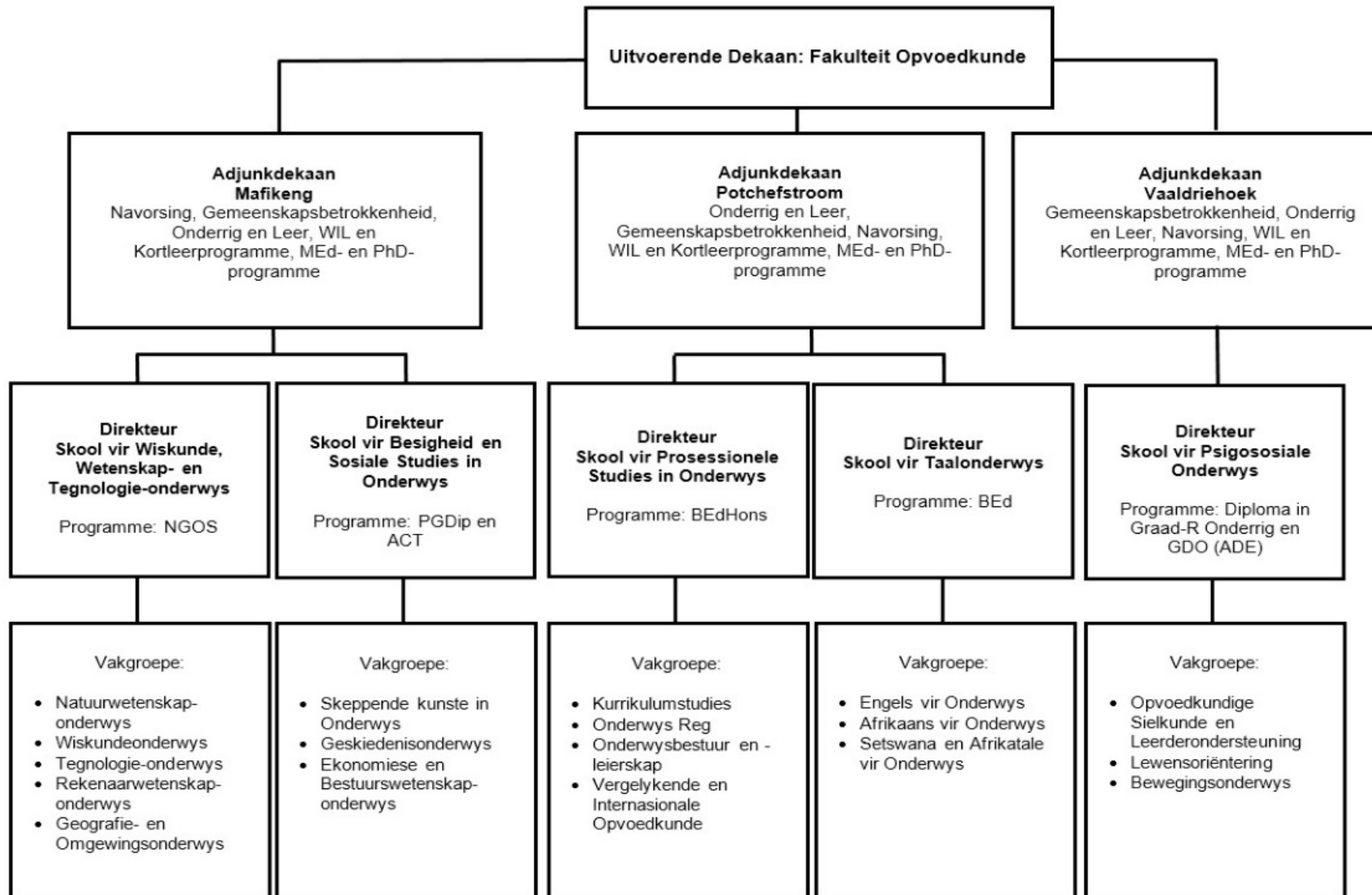
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Organogram of the Faculty structure 2020



Presentation of the Postgraduate Diploma in Education (PGDip) is subject to final approval for implementation in 2020.

Organigram van Fakulteitstruktuur 2020



Die aanbieding van die Nagraadse Diploma in Opvoedkunde (PGDip) is onderhewig aan finale goedkeuring vir implementering in 2020.

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 Stakeholder Relations: Dr E Küng - BA, PGCE, BEdHons, MEd, PhD

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

Directors of Research Entities

Research Unit Edu-HRight: Prof AJ Botha - HDE, FDE, BEdHons, MEd and DEd

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: Prof E Serfontein (acting) - BA, B.IURIS, LLB, HDE, FDE in LSEN, 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

Dr I Venter

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

Adjunkdekanes

Onderlig en Leer: Prof HJ van Vuuren - BAHons, BEd, MEd and PhD

Gemeenskapsbetrokkenheid en Belanghebberverhoudinge: Dr E Küng - BA, PGCE, BEdHons, MEd, PhD

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

Direkteure van Navorsingsentiteite

Navorsingseenheid Edu-HRright: Prof AJ Botha - HOD, VDO, BEdHons, MEd en DEd

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: Prof E Serfontein (waarnemend) - BA, B.IURIS, LLB, HOD, VDO in LSOB, 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 Shaikhmag - BCom, BEdHons, MEd, PhD

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

Fakulteitsadministrateurs

Mnr JJ Liebenberg (Senior)

Me I Kakula

Me AMC Cloete

Kwaliteitsbevorderingsadministateur

Dr I Venter

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 akademici

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

Fakulteitsverteenvoerders in die senaat

Fakulteitsadministrateur

Studente verteenwoordiger

Ex officio:

- Fakulteitsadministrateurs
- Kwaliteitsbevorderingsadministateur
- Fakulteitsrekenmeester
- Bibliotekaris
- Sekretariaat

CONTACT DETAILS FOR THE FACULTY

Mafikeng

- Telephone number: 018 389 2214
- E-mail address: MCEducation@nwu.ac.za

Potchefstroom

- Telephone number: 018 299 1766
- E-mail address: Edu-EnquiryPotch@nwu.ac.za

Vaal Triangle

- Telephone number: 016 910 3060
- E-mail address: 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

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

KONTAKBESONDERHEDE VAN DIE FAKULTEIT

Mafikeng

- Telefoonnommer: 018 389 2214
- E-pos adres: MCEducation@nwu.ac.za

Potchefstroom

- Telefoonnommer: 018 299 1766
- E-pos adres: Edu-EnquiryPotch@nwu.ac.za

Vaaldriekhoek

- Telefoonnommer: 016 910 3060
- E-pos adres: 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

SMS: Stuur 'n SMS aan 43366 NWU[Spasie]Studentenommer[Spasie]Modulekode [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"> • Natural Sciences Education <i>Natuurwetenskaponderwys</i> • Mathematics Education <i>Wiskundeonderwys</i> • Technology Education <i>Tegnologie-onderwys</i> • Computer Science Education <i>Rekenaarwetenskaponderwys</i> • Geography Education and Environmental Education <i>Geografie- en Omgewingsonderwys</i> |
| School of Commerce and Social Studies in Education / <i>Skool vir Ekonomiese en Sosiale Studies in Onderwys</i> | <ul style="list-style-type: none"> • Creative Arts in Education <i>Skeppende kunste in Onderwys</i> • History for Education <i>Geskiedenisonderwys</i> • Economic Management Science Education <i>Ekonomiese en Bestuurswetenskap-onderwys</i> |
| School of Professional Studies in Education / <i>Skool vir Professionele Studies in Onderwys</i> | <ul style="list-style-type: none"> • Curriculum Studies <i>Kurrikulumstudies</i> • Education Law <i>Onderwysreg</i> • Educational Management and Leadership <i>Onderwysbestuur en -leierskap</i> • Comparative and International Education <i>Vergelykende en Internasionale Opvoedkunde</i> |
| School for Language Education / <i>Skool vir Taalonderwys</i> | <ul style="list-style-type: none"> • English for Education <i>Engels vir Onderwys</i> • Afrikaans for Education <i>Afrikaans vir Onderwys</i> • Setswana and African Languages for Education <i>Setswana en Afrikatale vir Onderwys</i> |
| School of Psycho-Social Education / <i>Skool vir Psigososiale Onderwys</i> | <ul style="list-style-type: none"> • Education Psychology and Learner Support <i>Opvoedkundige Sielkunde en Leerderondersteuning</i> • Life Orientation <i>Lewensoriëntering</i> • Movement Education <i>Bewegingsonderwys</i> |

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 in Education (PhD)
- Master of Education (MEd): Research MEd
- Master of Education (MEd): Structured MEd
- Bachelor of Education Honours (BEdHons)
- Postgraduate Diploma in Education (PGDip) (Subject to final approval for implementation in 2020)
- Postgraduate Certificate in Education (PGCE)
- Bachelor of Education (BEd)
- Diploma in Grade R Teaching
- Advanced Diploma in Education for learners with special needs (ADE)
- Advanced Certificate in Teaching (ACT)

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 Philosophiae Opvoedkunde (PhD)*
- *Meestersgraad in Opvoedkunde (MEd): Navorsing MEd*
- *Meestersgraad in Opvoedkunde (MEd): Gestruktureerde MEd*
- *Honneursgraad in Opvoedkunde (BEdHons)*
- *Nagraadse Diploma in Opvoedkunde (PGDip) (Onderhewig aan finale goedkeuring vir implementering in 2020)*
- *Nagraadse Onderwysertifikaat (NGOS)*
- *Graad in Opvoedkunde (BEd)*
- *Diploma in Graad R onderrig*
- *Gevorderde Diploma in Opvoedkunde vir leerders met spesiale behoeftes (GDO)*
- *Gevorderde Sertifikaat in Onderrig (ACT)*

QUALIFICATIONS, PROGRAMMES AND CURRICULA / KWALIFIKASIES, PROGRAMME EN KURRIKULUMS

| HONOURS DEGREE / HONNEURSGRAAD | | | | | |
|---|---|---|--|-----------------------------|---------------------------------|
| NQF LEVEL 8: Distance / NRF VLAK 8: Afstand | | | | | |
| QUALIFICATION / KWALIFIKASIE | PROGRAMME AND CODE / PROGRAM EN KODE | CURRICULUM AND CODE / KURRIKULUM EN KODE | MODE OF DELIVERY / METODE VAN AFLEWERING | NQF-LEVEL / NKR VLAK | CAMPUS / KAMPUS |
| Bachelor of Education Honours / Baccalareus Educationis Honneursgraad (BEdHons) | Curriculum Studies / Kurrikulumstudies 4EC L01 | Curriculum Studies / Kurrikulumstudies O601P | Distance / Afstand | 8 | Potchefstroom |
| | Educational Management and Leadership / Onderwysbestuur en -leierskap 4EX L01 | Educational Management and Leadership / Onderwysbestuur en -leierskap O601P | Distance / Afstand | 8 | Potchefstroom |
| | Life Orientation / Lewensoriëntering 4EV L01 | Life Orientation / Lewensoriëntering O601P | Distance / Afstand | 8 | Potchefstroom |
| | Mathematics Education / Wiskunde-Onderwys 4EL L01 | Mathematics Education / Wiskunde-Onderwys O601P | Distance / Afstand | 8 | Potchefstroom |
| | Special Needs Education / Onderwys vir Spesiale Behoeftes 4ES L01 | Special Needs Education / Onderwys vir Spesiale Behoeftes O601P | Distance / Afstand | 8 | Potchefstroom |
| NQF LEVEL 8: Full Time / Part Time (CONTACT) / NRF VLAK 8: VOLTYDS / DEELTYDS (KONTAK) | | | | | |
| Bachelor of Education Honours / Baccalareus Educationis Honneursgraad (BEdHons) | 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 / Deeltyds Kontak | 8 | Potchefstroom |
| | Information Technology Education / Inligtingstegnologie-Onderwys 4EJ L01 | Information Technology Education / Inligtingstegnologie-Onderwys O601P | Full-time / Voltyds Part-time Contact / Deeltyds 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 / Deeltyds Kontak | 8 | Potchefstroom |
| | Curriculum Studies / Kurrikulumstudies 4ED L01 | Curriculum Studies / Kurrikulumstudies O601P | Full-time / Voltyds Part-time Contact / Deeltyds Kontak | 8 | 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 / Deeltyds 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 / Deeltyds Kontak | 8 | Potchefstroom |
| | Environmental Education / Omgewingsopvoeding 4ET L01 | Environmental Education / Omgewingsopvoeding O601P | Full-time / Voltyds Part-time Contact / Deeltyds Kontak | 8 | Potchefstroom |
| | Geography Education / Geografie-Onderwys 4EH L01 | Geography Education / Geografie-Onderwys O601P | Full-time / Voltyds Part-time Contact / Deeltyds Kontak | 8 | Potchefstroom |
| | History Education / Geskiedenisonderwys 4BF L01 | History Education / Geskiedenisonderwys O601P | Full-time / Voltyds Part-time Contact / Deeltyds Kontak | 8 | Potchefstroom |
| | Life Orientation / Lewensoriëntering 4EU L01 | Life Orientation / Lewensoriëntering O601P | Full-time / Voltyds Part-time Contact / Deeltyds Kontak | 8 | Potchefstroom |
| | Life Sciences Education / Lewenswetenskappe-Onderwys 4EK L01 | Life Sciences Education / Lewenswetenskappe-Onderwys O601P | Full-time / Voltyds Part-time Contact / Deeltyds Kontak | 8 | Potchefstroom |
| | Mathematics Education / Wiskunde-Onderwys 4EM L01 | Mathematics Education / Wiskunde-Onderwys O601P | Full-time / Voltyds Part-time Contact / Deeltyds Kontak | 8 | Mafikeng / Potchefstroom |
| | Physical Education / Liggaamlike Opvoeding 4EN L01 | Physical Education / Liggaamlike Opvoeding O601P | Full-time / Voltyds Part-time Contact / Deeltyds Kontak | 8 | Potchefstroom |
| | Physical Science Education / Fisiesewetenskaponderwys 4EP L01 | Physical Science Education / Fisiesewetenskaponderwys O601P | Full-time / Voltyds Part-time Contact / Deeltyds Kontak | 8 | Potchefstroom |
| | Special Needs Education / Onderwys vir Spesiale Behoeftes 4EQ L01 | Special Needs Education / Onderwys vir Spesiale Behoeftes O601P | Full-time / Voltyds Part-time Contact / Deeltyds Kontak | 8 | Mafikeng / Potchefstroom / Vaal |
| | Technology Education / Tegnologie-Onderwys 4ER L01 | Technology Education / Tegnologie-Onderwys O601P | Full-time / Voltyds Part-time Contact / Deeltyds Kontak | 8 | Potchefstroom |

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

| STRUCTURED MASTERS / GESTRUKTUREERDE MEESTERS | | | | | |
|--|--|---|-----------------------------|--|---------------------------|
| PROGRAMME / PROGRAM | QUALIFICATION CODE / KWALIFIKASIEKODE | MODE OF DELIVERY / METODE VAN AFLEWERING | NQF LEVEL / NKR VLAK | CURRICULUM CODE / KURRIKULUM KODE | CREDITS / KREDIETE |
| MASTERS IN HIGHER EDUCATION STUDIES / MEESTERS IN HOËRONDERWYSSTUDIES | 4CP P01 | Part-time / Deeltyds | 9 | O801P | 180 |

| DOCTORAL DEGREE / DOKTERS GRAAD | | | | | |
|---|---|---|----------------------|--|--------------------|
| PROGRAMME AND CODE / PROGRAM EN KODE | CURRICULUM AND CODE / KURRIKULUM EN KODE | MODE OF DELIVERY / METODE VAN AFLEWERING | NQF LEVEL / NKR VLAK | CURRICULUM ABBREVIATION / KURRIKULUM AFKORTING | CREDITS / KREDIETE |
| 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 yearbook 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

Each programme's structure, mode 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, van toepassing op die verskillende kwalifikasies, programme en kurrikulums van hierdie fakulteit en in hierdie fakulteitsjaarboek, is onderhewig aan die Algemene Akademiese Reëls (A-Reëls) van die Universiteit, soos 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 Kwalifikasie-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-8_%20TLA%20policy_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 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:

Die **navorsingsbeleid** van die Fakulteit Opvoedkunde is in ooreenstemming met die visie en missie van die Noordwes-Universiteit. Die ontwikkeling van akademieskap is 'n prioriteit en so ook die handhawing van relevante, innoverende, toonaangewende en gefokusde navorsing om die uitdagings wat die onderwys beide nasionaal en internasionaal ervaar. 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/sites/www.nwu.ac.za/files/files/i-governance-management/policy/7P-2018.07.17_A%20Rules_e.pdf.

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/sites/www.nwu.ac.za/files/files/i-governance-management/policy/7P-2018.07.17_A%20Rules_e.pdf.

Die NWU se Toelatingsbeleid verskaf begrensde toelatingsvoorwaardes en reëls ten opsigte van die tipe kwalifikasies, wat as deel van die amptelik goedgekeurde PKM van die NWU aangebied word en waartoe voornemende studente toelating mag verkry.

EDU.1.2.2 Mode of Delivery / Metode van Aflewering

| Definitions / Definisies | |
|---|--|
| <p>Full-Time Contact mode of delivery</p> <p>Part-Time Contact mode of delivery</p> <p>Voltyds-Kontakaflewering-modus</p> <p>Deeltyds-Kontak Kontakaflewering-modus</p> | <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-plek van aflewering. 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> |
| <p>Distance mode of delivery</p> | <p>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, 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.</p> |

| | |
|---------------------------------------|--|
| <p>Afstandaflewering-modus</p> | <p>Student have the opportunity to attend whiteboard-sessions offered at a NWU centre in their area. (see also Distance education).</p> <p>Explicit DHET and HEQC approval of the distance mode of delivery is required for a programme to be offered.</p> <p><i>Die afstandsloweringsmodus 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 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. Studente het die geleentheid om witbordsessies by 'n NWU-sentrum in hul omgewing by te woon (sien ook Afstandsonderrig).</i></p> <p><i>Eksplisiete DHOO en HOKK-goedkeuring van die afstandsafloweringsmodus word vereis vir 'n program om aangebied te word.</i></p> |
|---------------------------------------|--|

Contact full-time and contact part-time / Kontak-voltyds en kontak-deeltyds

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 some Saturdays. Class timetables may differ according to campus specific arrangements. In order to ensure quality delivery, provision is made in the timetable for the same number of contact hours for the part-time contact students as for the full-time students.

Die NWU onderskei tussen kontak-voltydse en kontak-deeltydse aflewering van sekere kwalifikasies/programme.

Klasse word aan voltydse studente gedurende weksdae aangebied terwyl deeltydse studente wat gedurende die week werk op Vrydae en sommige Saterdag geakkommodeer word. Klasroosters kan verskil volgens kampus spesifieke reëlins. Daar word vir die kontak (deeltydse) 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 modules 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 rakende die jaarlikse registrasie vir studies

A-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 modules 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-deeltyds 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 or discontinuation regarding the 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:

The last day for programme / module amendments and cancellation is 14 February 2020 for the first semester and 15 August 2020 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 delivery fees.

If these dates are not met, the full tuition fee 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, mag 'n student op die voorgeskrewe wyse en binne die aangewese tydperk vir daardie doel soos aangedui op die jaarlikse universiteitskalender, aansoek doen om registrasie te wysig, te kanselleer of te staak.

Afstandstudente: Doeldatum vir aanpassings, kansellasië of staking van registrasie:

Die laaste dag vir program-/moduleaanpassings en kansellasiës is 14 Februarie 2020 gedurende die eerste semester en 15 Augustus 2020 gedurende die tweede semester. Alleenlik 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 afleweringkoste 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) Programmes are presented according to modules, to which a certain number of credits are allocated.
Programme 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. E RTP 671 – Education Research Theory and Practice.
Elke module het 'n kode en 'n beskrywende naam, bv. E RTP 671 – Opvoedkundige Navorsing en –praktyk.
- 3) Each module has a certain weight, known as credits.
Modules dra elkeen 'n bepaalde 'gewig' bekend as krediete.

- 4) Each module is to be passed individually.
Elke module moet afsonderlik geslaag word.
- 5) Programme-specific rules apply (in accordance to the relevant yearbook).
Program-spesifieke reëls geld (in ooreenstemming met die betrokke jaarboek).
- 6) Mode of delivery-specific rules apply (in accordance to the relevant yearbook).
Aflewering-spesifieke reëls geld (in ooreenstemming met die betrokke jaarboek).

EDU.1.2.6 Additional Modules / Addisionele Modules

Subject to the applicable faculty rules, a student who registers for a Bachelor of Education 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 occur and subject to the maximum number of HEMIS credits for which a student may register in a given academic year, as provided for in A-Rule 1.9.

Behoudens die toepaslike fakulteitsreëls mag 'n student wat vir 'n Baccalaureus Educationis Honneursgraad of 'n nagraadse diploma registreer, op versoek, toestemming van die betrokke uitvoerende dekaan bekom om die addisionele modules te registreer, bo en behalwe vir die modules soos vereis deur die kurrikulum van die betrokke program, mits geen roosterbotsings daardeur veroorsaak word nie en dit voldoen aan die maksimum aantal HEMIS-krediete waarvoor 'n student in 'n gegewe akademiese jaar mag registreer, soos voorsien in A-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, practicals 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 aflewering-spesifiek.

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.

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 leader/programme leader. The requirements are stipulated in the study guide for the module concerned and in accordance with the module outcomes in this yearbook.

Toelating tot die eksamen in enige module vereis 'n deelnamebewys of 'n deelnamepunt (afhangende 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 eksamenleenthede en die toepaslike reëls word bepaal ooreenkomstig met A-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 eksamenleentheid vir die betrokke module te gebruik.

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

*Volgens die A-Reël 1.13.6 **Dekaansvergunningseksamen** (derde eksamenleentheid), mag 'n student wat slegs 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 geleentehede gebruik het. Op voorwaarde dat:*

- 1.13.6.1 die student 'n voldoende deelnamepunt behaal het in die module vir toelating tot die eksamen;*
- 1.13.6.2 die student die betrokke module gedruip het;*
- 1.13.6.3 die student die finale assessering vir die toepaslike module in die volgende eksamentydperk wat vir sodanige assesseringsgeleentehede in die jaarlikse universiteitskalender geskeduleer is; voltooi;*
- 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 voorafgaande akademiese jaar geregistreer moes wees waartydens al die ander vereistes vir die verwerwing van die kwalifikasie is nagekom.*

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 / Deeltyds kontak)

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

NQF Level 8 (Distance)

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 8 (Afstand)

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

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-Rule 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-Rule 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-Rule 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-Reël 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-Reël 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-Reël 1.16.1.2).

BEdHons Full-time (contact) / BEdHons Voltyds (kontak)

| Year <i>Jaar</i> | % 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 <i>Jaar 1</i> | 100% of 126 credits <i>100% van 126 krediete</i> | 126 |

BEdHons Part-time (contact) / BEdHons Deeltyds (kontak)

| Year <i>Jaar</i> | % 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 <i>Jaar 1</i> | 50% of 126 credits <i>50% van 126 krediete</i> | 63 |
| Year 2 <i>Jaar 2</i> | 100% of 126 credits <i>100% van 126 krediete</i> | 126 |

BEdHons Distance (ODL) / BEdHons Afstand (OAL)

| 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 <i>Jaar 1</i> | 30% of first year 80 credits <i>30% van eerste jaar 80 krediete</i> | 24 |
| Year 2 <i>Jaar 2</i> | 65% of 126 credits <i>65% van 126 krediete</i> | 82 |
| Year 3 <i>Jaar 3</i> | 80% of 126 credits <i>80% van 126 krediete</i> | 101 |
| Year 4 <i>Jaar 4</i> | 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 in ooreenkomming 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 the time frame stipulated in A-Rule 1.13.7.3, 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, ten 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, 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 eksamen vraestel en die memorandum 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, tien werksdae, ’n aansoek by die skooldirekteur indien, via die EOAL-inbelsentrum, om die gemerkte eksamen vraestel en memorandum 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 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 toon, 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 betrokke uitvoerende dekaan mag op, die relevante akademiese direkteur se aanbeveling ’n student se studietydperk verleng, in ooreenstemming met die bepalings 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 studies kan beëindig word ooreenkomstig die bepalings 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

Werkstukke is individuele take en nie groepsaktiwiteite nie (tensy uitdruklik as groepsaktiwiteite aangedui word). Vir meer besonderhede, sien: <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 kapasiteitsberkings 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 the Recognition of Prior Learning (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 die Erkenning van Vorige Leer (EVL) 'n integrale element van die transformasie van toegangs- en toelatingsbeleide by hoërondewysinstellings in Suid-Afrika is. Die transformasie van toegangs- en toelatingsbeleide 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, naamlik:

(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 Krediet Akkumulاسie en -Oordrag (KAO): *Toekenning van krediete vir modules of kursusse as deel van opleidingsprogramme/kwalifikasies. Die uitkomst van modules wat suksesvol voltooi is, moet vergelyk en eenders/ekwivalent bevind word aan die uitkomst van die ooreenstemmende modules wat deur die fakulteit voorsien word soos vereis vir EVL. Die voltooide uitkomst 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 DISTANCE LEARNING QUALIFICATIONS AND PROGRAMMES / AFSTANDSLEER KWALIFIKASIES EN PROGRAMME

EDU.2.1 WHAT IS DISTANCE LEARNING? / WAT IS AFSTANDSLEER?

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 distance learning by allowing students to register for the modules of a programme in October the previous year, 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).

Afstandsleer verwys na 'n afleweringmodus wat op toeganklikheid tot onderwys en opleiding fokus en struikelblokke soos tyd, plek en tempo van leer beperk of uitskakel. Die NWU bevorder afstandsleer deur studente toe te laat om in Oktober van die voorafgaande jaar vir die modules van 'n program te registreer, nasionaal en internasionaal tegnologiegesteunde onderrig- en eksamenleenthede 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 Toelatingsvereistes-komitee bepaal word, vaste datums vir die aanvang van akademiese programme, 'n minimum en maksimum duur vir die voltooiing van hulle studie, en spesifieke geskeduleerde assesseringsleenthede onderhewig. (Bylae tot die Algemene Akademiese Reëls (A-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 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 in Potchefstroom, lewer namens die verskillende fakulteite verskeie afstandprogramme by 'n aantal leerondersteuningsentrums in suider-Afrika.

Contact details / Kontakbesonderhede:

Tel: +27 18 285 5900

Fax / Faks: +27 87 234 4957

Website / Webwerf: distance.nwu.ac.za/

Email / E-pos: 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 aangeleenthede:

| | |
|----------------------------|--|
| The Academic Manager: UODL | <i>Die Akademiese Bestuurder: EOAL</i> |
| North-West University | <i>Noordwes-Universiteit</i> |
| Private Bag X05 | <i>Privaatsak X05</i> |
| Noordbrug | <i>Noordbrug</i> |
| 2522 | <i>2522</i> |
| South Africa | <i>Suid-Afrika</i> |

Administrative matters / Administratiewe aangeleentede:

| | |
|--|--|
| 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 DISTANCE STUDIES / SAKE RAKENDE AFSTANDSTUDIES
WAARVAN KENNIS GENEEM MOET WORD**

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

- i. Each programme has a minimum and a maximum study duration for completing the programme.
- ii. Distance students do not have a second examination opportunity directly after the first attempt. If they fail the first attempt (e.g. in May/June), 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.
- iii. Contact classes are mainly presented by means of interactive white boards at the learning support centres in southern Africa.
- iv. Lecturers can 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 (<http://distance.nwu.ac.za>).
- v. Distance students are supported by means of a call centre, social media (Facebook) and contact with lecturers.
- vi. 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. Elke program het 'n minimum en 'n maksimum studieduur om die program te voltooi.*
- ii. Studente het nie 'n tweede eksamenleentheid direk na die eerste poging nie. Indien hulle die eerste poging druip (bv. in Mei/Junie), kan hulle die betrokke module tydens die volgende eksamenleentheid (bv. in Oktober/November) skryf. 'n Geldige deelnamepunt sal aan die student toegang tot twee eksamenleenthede gee, waarna die student 'n nuwe deelnamepunt moet verwerf.*
- iii. Kontakklasse word hoofsaaklik met die ondersteuning van fasiliteerders deur middel van interaktiewe witborde by die leerondersteuningsentrums in suidelike Afrika aangebied.*
- iv. Dosente kan 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 af te laai (<http://distance.nwu.ac.za>).*
- v. Studente word deur middel van 'n inbelsentrum, sosiale media (Facebook) en kontak met dosente en fasiliteerders ondersteun.*
- vi. Eksamens word by verskillende eksamensentrums regoor suidelike Afrika geskryf, maar die NWU kan studente versoek om 'n spesifieke module (bv. 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 Distance students’ studies / Beëindiging van Afstand-studente se studies

The minimum and maximum duration of study for the various qualifications are indicated in the yearbook and in the Prospectus of the relevant mode of delivery. 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 on the grounds of irrefutable evidence will 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 Prospektus van die betrokke aflewering metode 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 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 BACHELOR OF EDUCATION HONOURS DEGREE / REËLS VIR DIE BACCALAREUS EDUCATIONIS HONNEURSGRAAD

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

Admission to this qualification takes place according to the A-Rule 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 1.5 van die universiteit. In die besonder geld die volgende toelatingsvereistes vir die BEdHons-graad:

NQF LEVEL 8 (Full-time / Part-time contact / Distance)

To qualify for admission to a Honours qualification, a prospective student needs to be in possession of an appropriate bachelor's degree (NQF 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 in Education).

NKR Vlak 8 (Voltyds / Deeltyds kontak / Afstand)

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 slaagsyfer van 65% gemiddeld (in die BEd-kwalifikasie) behaal word in die finale jaar, of 'n minimum slaagsyfer van 65% gemiddeld (in die Gevorderde Diploma in Onderwys) behaal word.

EDU.3.2 DURATION OF STUDY / DUUR VAN STUDIE

Contact full-time students: The minimum duration of study for this degree is one year and must be complete in the same academic year in which the student has registered.

Contact part-time students: The minimum duration of study for this degree is two years. The maximum duration is three years.

Distance students: The minimum duration of study for this degree is two years. The maximum duration is four years (A-Rule 1.14).

Kontak voltydse studente: Die minimum duur van die studie vir hierdie graad is een jaar en moet voltooi wees in dieselfde akademiese jaar waarin die student geregistreer het.

Kontak deelydse studente: Die minimum duur van die studie vir hierdie graad is twee jaar. Die maksimum duur van die studie is drie jaar.

Afstandstudente: Die minimum duur van die studie vir hierdie graad is twee jaar. Die maksimum duur is vier jaar (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

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 BEdHons **distance** programmes are offered in English only. However, study guides where possible are available in English and Afrikaans; tutorial letters in English only, whilst examination papers are set in English and Afrikaans. Assignments and examinations can also be completed in either English or Afrikaans.

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

Programspesifiek: Die volg van enige BEdHons-program vereis 'n funksionele vaardigheidsvlak in die taal (Afrikaans of Engels) wat die student verkies om te gebruik.

Mafikengkampus: Kontaksessies 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.

Vaaldriehoekskampus: Kontaksessies word hoofsaaklik in Engels aangebied. Ander tale sal, waar moontlik, geakkommodeer word.

Die BEdHons-**afstandsprogramme** word slegs in Engels aangebied. Studiegidse, waar moontlik, is ook in Engels en Afrikaans beskikbaar; studiebriewe slegs in Engels, terwyl eksamenvraestelle in Engels en Afrikaans opgestel word. Opdragte en eksamens kan in Engels of Afrikaans voltooi word.

EDU.3.4 ARTICULATION POSSIBILITIES AND EXIT LEVEL MARKS / ARTIKULASIE MOONTLIKHEDE EN UITTREPUNTE

After the successful completion of the BEdHons degree at NQF Level 8 with a minimum average mark of 60% for the BEdHons degree, as well as a minimum mark of 60% 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 60% in die BEdHons-graad, sowel as 'n minimumpunt van 60% vir die navorsingsmodule (ERTP 671) in die BEdHons-kurrikulum mag studente aansoek doen vir die MEd-graad op NKR Vlak 9.

EDU.3.5 LIST OF MODULES (NQF LEVEL 8) / MODULELYS (NKR VLAK 8)

| Module code <i>Modulekode</i> | Descriptive name / <i>Beskrywende naam</i> | Prerequisites <i>Voorvereistes</i> | Credits <i>Krediete</i> |
|---|--|---------------------------------------|----------------------------|
| FUNDAMENT MODULES / FUNDAMENTELE MODULES | | | |
| ERTP 671 | Educational Research Theory and Practice / <i>Opvoedkundige Navorsingsteorie en -praktyk</i> | | 46 |
| CORE MODULES / KERNMODULES | | | |
| AFLG 671 | Compulsory module of SKT / <i>Verpligte module van SKT</i> (BAHons.- elective module / <i>keusemodule</i>) see EDU.1.8 | | 24 |
| APLS 674 | Applied Learning Support / <i>Toegepaste Leerondersteuning</i> | | 32 |
| BWOS 611 | Exercise Science / <i>Oefenkunde</i> | | 16 |
| BWOS 612 | Motor learning and development / <i>Motoriese leer en -ontwikkeling</i> | | 16 |
| BWOS 621 | Talent identification and talent development / <i>Talidentifisering en -ontwikkeling</i> | | 16 |
| BWOS 623 | Movement Education and Education Law / <i>Bewegingsonderwys en Onderwysreg</i> | | 16 |
| BWOS 624 | Sport and Movement Education management / <i>Sport en -bewegingsonderwysbestuur</i> | | 16 |
| CEPS 612 | Community Educational Psychology / <i>Gemeenskap-Opvoedkundige Sielkunde</i> | | 8 |
| CLIN 611 | Classroom Instruction / <i>Klaskameronderrig</i> | | 16 |
| CSIE 611 | Foundations of Information Technology Education / <i>Grondslae van Inligtingstechnologie-Onderwys</i> | | 16 |
| CSIE 612 | Foundations of Computer Applications Technology Education <i>Grondslae van Rekenaartoepassingstechnologie-Onderwys</i> | | 16 |
| CSIE 624 | Computer Science: knowledge for education / <i>Rekenaarwetenskap: kennis vir die onderwys</i> | | 16 |
| CSIE 625 | Information Technology: knowledge for education / <i>Inligtingstechnologie: kennis vir die onderwys</i> | | 16 |
| CSIE 626 | Computer Applications Technology: knowledge for education <i>Rekenaartoepassingstechnologie: kennis vir die onderwys</i> | | 16 |
| CUDE 611 | Curriculum Development / <i>Kurrikulumontwikkeling</i> | | 16 |
| EDTM 616 | Introduction to Environmental Education / <i>Inleiding tot Omgewingsopvoeding</i> | | 16 |
| EESD 611 | Introduction to Environmental: teaching and learning for social change <i>Inleiding tot Omgewingsopvoeding: onderrig en leer vir sosiale verandering</i> | | 8 |
| EESD 621 | Education and Environmental Natural Resource Management <i>Onderwys en Omgewings-natuurlike Hulpbronbestuur</i> | | 8 |
| EESD 622 | Social and ecological issues in Environmental Education / <i>Sosiale en ekologiese vraagstukke in Omgewingsopvoeding</i> | | 8 |
| EESD 623 | Environmental awareness and responsibilities / <i>Omgewingsbewustheid en -verantwoordelikhede</i> | | 8 |
| EMLO 611 | Education Management and Organisations / <i>Onderwysbestuur en Organisasies</i> | | 16 |
| ENLG 679 | Applied Language Studies | | 24 |
| EPSY 615 | Counselling and Career Theories, Ethics and the Law / <i>Individuele Berading, Etiek en die Reg</i> | | 12 |
| EPSY 616 | Psychopathology and Neuropsychology / <i>Psigopatologie en Neuropsigologie</i> | | 12 |
| EPSY 617 | Theories of Life Long Learning / <i>Teorieë van Lewenslange Leer</i> | | 12 |
| EPSY 625 | Applied Psycho-Educational Interventions / <i>Toegepaste Psigo-Opvoedkundige Intervensies</i> | | 16 |
| EPSY 626 | Community Educational Psychology / <i>Gemeenskapsopvoedkundige Sielkunde</i> | | 16 |
| EPSY 627 | Psychometry and Assessment / <i>Psigometrie en Assessering</i> | | 16 |
| FLCE 621 | Facilitation and Lay Counselling for Educators / <i>Fasilitering en Lekeberading vir Opvoeders</i> | | 8 |
| GEOE 621 | Teaching and Learning in Geography Education: Environmental Education <i>Onderrig en Leer in Geografie-onderwys: Omgewingsonderwys</i> | | 16 |
| GEOE 622 | Information and Communication Technology (ICT) in Geography Education <i>Inligtings- en Kommunikasietegnologie (IKT) in Geografie-onderwys</i> | | 16 |
| HISE 611 | 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 |
| HISE 621 | Teaching, Learning and Assessment in History Education <i>Onderrig, Leer en Assessering in Geskiedenis-onderwys</i> | | 16 |
| HISE 622 | South African Heritage and Indigenous Knowledge Systems in History Education <i>Suid-Afrikaanse Erfenis en Inheemse Kennisstelsels in Geskiedenis-onderwys</i> | | 8 |
| IELS 671 | Inclusive Education and Learning Support / <i>Inklusieweonderwys en Leerderondersteuning</i> | | 32 |
| LIFE 621 | Environmental Education for Life Sciences Teaching / <i>Omgewingsopvoeding vir Lewenswetenskappe-onderrig</i> | | 16 |
| LIFE 622 | Interdisciplinary perspectives on core aspects in Bioethics <i>Interdissiplinêre perspektiewe in kernaspekte in Bio-etiek</i> | | 16 |
| LOHO 611 | Theories and perspectives / <i>Teorieë en perspektiewe</i> | | 16 |
| LOHO 621 | Life Orientation Pedagogies / <i>Lewensoriënteringpedagogiek</i> | | 16 |
| LOHO 622 | Community Engagement / <i>Gemeenskapsverbintenis</i> | | 16 |
| LOHO 671 | Guidance and Support / <i>Begeleiding en Ondersteuning</i> | | 32 |
| LTCA 671 | Developing and Implementing Curricula and Assessment in Language Teaching | | 24 |

| | | | |
|-----------------|--|--|----|
| LTFR 621 | Foundations of Reading | | 16 |
| LTL 611 | Language and Literature Studies | | 16 |
| MATD 611 | Mathematics Education in Perspective / <i>Wiskunde-onderwys in Perspektief</i> | | 16 |
| MATD 622 | Mathematics Learning and Teaching / <i>Wiskundeleer en -onderrig</i> | | 16 |
| MATE 671 | Mathematical Knowledge for Teaching / <i>Wiskundekennis vir Onderwys</i> | | 32 |
| OMBO 613 | Introduction to GIS / <i>Inleiding tot GIS</i> | | 16 |
| OMBE 621 | Hydro Geography / <i>Hidro-Geografie</i> | | 16 |
| OMSB 611 | Conservation Ecology / <i>Bewaringsekologie</i> | | 16 |
| ONWR 611 | Education Law: Theory and praxis / <i>Onderwysreg: Teorie en Praktijk</i> | | 16 |
| PHSE 611 | Advanced Physics for Teaching I / <i>Gevorderde Fisika vir Onderwys I</i> | | 8 |
| PHSE 612 | Advanced Chemistry for Teaching I / <i>Gevorderde Chemie vir Onderwys I</i> | | 8 |
| PHSE 621 | Advanced Chemistry for Teaching II / <i>Gevorderde Chemie vir Onderwys II</i> | | 16 |
| PHSE 622 | Advanced Physics for Teaching II / <i>Gevorderde Fisika vir Onderwys II</i> | | 16 |
| TOAF 612 | Kurrikulumontwikkeling en assessering in Taalonderwys | | 16 |
| TOAF 671 | Fundamentele Boustene van Lees, Letterkunde Onderrig en Lees vir Taalverwerwing | | 24 |
| TECE 611 | Perspectives in Technology Education / <i>Perspektiewe in Tegnologie-onderwys</i> | | 16 |
| TECE 621 | Foundations of Technology Education / <i>Grondslag van Tegnologie-onderwys</i> | | 16 |
| TECE 622 | Teaching and Learning in Technology Education / <i>Onderrig en Leer in Tegnologie-onderwys</i> | | 16 |
| TLAS 612 | Teaching, Learning and Assessment / <i>Onderrig, Leer en Assessering</i> | | 16 |
| TSCU 621 | The School Curriculum / <i>Die Skoolkurrikulum</i> | | 16 |
| VGLO 624 | Education Systems: structure and functions / <i>Onderwysstelsels: struktuur en funksies</i> | | 16 |

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

EDU.3.5.1 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

Mode 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 Afrikaanse Taalonderwys wil registreer geld die volgende programspesifieke toelatings vereistes:

- 'n BEd-graad met of Afrikaans op universiteitsgraadvlak 3 of met die Leerarea Tale op universiteitsgraadvlak 2 (d.i. met twee tale op universiteitsgraadvlak 2), of
- 'n BA-graad met of Afrikaans op universiteitsgraadvlak 3, sowel as 'n NGOS of ekwivalente professionele kwalifikasie of 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 | |
|--|------------|
| First semester / Eerste semester | |
| Module code / Module kode | Cr / Kr |
| ERTP 671 (*1) | 23 |
| TOAF 612 | 16 |
| TOAF 671 (*2) | 12 |
| AFLG 671 (*2) OR / OF TOAF 672 (*2) | 12 |
| BAHons-elective module / keusemodule (*2) OR / OF TOAF 673 (*2) | 12 |
| Total 1st semester / Totaal 1^{ste} semester | 75 |
| Year 1 / Jaar 1 | |
| Second semester / Tweede semester | |
| Module code / Module kode | Cr / Kr |
| ERTP 671 (*1) | 23 |
| TOAF 671 (*2) | 12 |
| AFLG 671 (*2) OR / OF TOAF 672 (*2) | 12 |
| BAHons-elective module / keusemodule (*2) OR / OF TOAF 673 (*2) | 12 |
| Total 2nd semester / Totaal 2^{de} semester | 59 |
| Total Year 1 / Totaal Jaar 1 | 134 |

(*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 | | |
| Total 1st semester / Totaal 1^{ste} semester | 40 | Total 1st semester / Totaal 1^{ste} semester | 35 |
| 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 |
| Total 2nd semester / Totaal 2^{de} semester | 24 | Total 2nd semester / Totaal 2^{de} semester | 35 |
| Total Year 1 / Totaal Jaar 1 | 64 | Total Year 2 / Totaal Jaar 2 | 70 |

(*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 BAHons-keusemodules (letterkunde, 24 krediete elk) waarvan een gekies moet word:

AFL 671 Afrikaanse Poësie: Poësie en interteks

AFL 672 Afrikaans verhalende tekste

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

Let wel:

1. Deeltydse 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

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

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

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

’n Baccalareus 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

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

(*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 611 | 16 | | |
| Total 1st semester / Totaal 1^{ste} semester | 48 | Total 1st semester / Totaal 1^{ste} semester | 23 |
| 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 625 | 16 | | |
| Total 2nd semester / Totaal 2^{de} semester | 32 | Total 2nd semester / Totaal 2^{de} semester | 23 |
| Total Year 1 / Totaal Jaar 1 | 80 | Total Year 2 / Totaal Jaar 2 | 46 |

(*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 / *Rekenaartoepassingstegnologie-Onderwys*

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

Campus / Kampus: Potchefstroom

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

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.

Programmespesifieke toelatingsvereistes

Leerders wat vir die program in Rekenaartoepassingstegnologie-onderwys wil registreer, moet reeds in besit wees van:

’n Baccalareus Educationis-graad met Rekenaarwetenskap of Rekenaartoepassingstegnologie (RTT) as hoofvak. OF ’n toepaslike Baccalareus 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

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

(*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 | | |
| Total 1st semester / Totaal 1^{ste} semester | 48 | Total 1st semester / Totaal 1^{ste} semester | 23 |
| 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 | | |
| Total 2nd semester / Totaal 2^{de} semester | 32 | Total 2nd semester / Totaal 2^{de} semester | 23 |
| Total Year 1 / Totaal Jaar 1 | 80 | Total Year 2 / Totaal Jaar 2 | 46 |

(*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

(Distance / Afstand)

Campus / Kampus: Mafikeng / Potchefstroom / Vaal

Mode of delivery / Metode van aflewering:

Full time / Part time / Distance / Voltyds / Deeltyds / Afstand

Programme specific admission requirements

See EDU.1.2.1– Admission Requirements

Fakulteitspesifieke toelatingsvereistes

Kyk EDU.1.2.1 – Toelatingsvereistes

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

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

PART TIME & DISTANCE / DEELTYDS & AFSTAND

| 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 | Choose one: / Kies een van: | |
| CLIN 611 | 16 | ISCS 611 (Elective / Keusemodule) | 8 |
| | | ELEA 611 (Elective / Keusemodule) | 8 |
| Total 1st semester / Totaal 1^{ste} semester | 48 | Total 1st semester / Totaal 1^{ste} semester | 31 |
| 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 |
| Choose one: / Kies een van: | | | |
| INME 621 (Elective / Keusemodule) | 8 | | |
| SLAD 621 (Elective / Keusemodule) | 8 | | |
| Total 2nd semester / Totaal 2^{de} semester | 24 | Total 2nd semester / Totaal 2^{de} semester | 23 |
| Total Year 1 / Totaal Jaar 1 | 72 | Total Year 2 / Totaal Jaar 2 | 54 |

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

Important Note: / Let wel:

ISCS 611 is not offered for contact students / ISCS 611 word nie aangebied vir kontakstudente

INME 621 is not offered for contact and distance students / INME 621 word 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

(Distance / *Afstand*)

Campus / Kampus: Potchefstroom / Vaal / Mafikeng

Mode of delivery / Metode van aflewering:

Full time / Part time / Distance / *Voltyds / Deeltyds / Afstand*

Programme specific admission requirements / Fakulteitspesifieke toelatingsvereistes

See EDU.1.2.1 – Admission Requirements / *Kyk EDU.1.2.1 – Toelatingsvereistes*

Programme Structure / Programstruktuur

FULL TIME / VOLTYDS

| Year 1 / Jaar 1 | |
|---|------------|
| First semester / Eerste semester | |
| Module code / Module kode | Cr / Kr |
| ERTP 671 (*1) | 23 |
| EMLO 611 | 16 |
| ONWR 611 | 16 |
| Total 1st semester / Totaal 1^{ste} semester | 55 |
| Year 1 / Jaar 1 | |
| Second semester / Tweede semester | |
| Module code / Module kode | Cr / Kr |
| ERTP 671 (*1) | 23 |
| VGLO 624 | 16 |
| Choose two of the following modules in accordance with the ERTP 671 research focus <i>Kies twee van die volgende modules in ooreenstemming met die ERTP 671-navorsingsfokus</i> | |
| 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 |
| Total 2nd semester / Totaal 2^{de} semester | 71 |
| Total Year 1 / Totaal Jaar 1 | 126 |

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

PART TIME & DISTANCE / DEELTYDS & AFSTAND

| 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 | | |
| Total 1st semester / Totaal 1^{ste} semester | 32 | Total 1st semester / Totaal 1^{ste} semester | 23 |
| 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 |
| Choose two of the following modules in accordance with the ERTP 671 research focus <i>Kies twee van die volgende modules in ooreenstemming met die ERTP 671-navorsingsfokus</i> | | | |
| 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 | | |
| Total 2nd semester / Totaal 2^{de} semester | 48 | Total 2nd semester / Totaal 2^{de} semester | 23 |
| Total Year 1 / Totaal Jaar 1 | 80 | Total Year 2 / Totaal Jaar 2 | 46 |

(*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

Mode of delivery / Metode van aflewering: Full time / Voltyds

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

Programme specific admission requirements

Students who wish to follow the curriculum in Educational Psychology must note that:

- applications are subject to screening and that they should have passed Psychology at third year undergraduate level.

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

Programspesifieke toelatingsvereistes

Studente wat vir die kurrikulum in Opvoedkundige Sielkunde wil registreer moet kennis neem dat:

- aansoeke onderhewig is aan keuring en hul reeds Psigologie op graadvlak 3 moes voltooi 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 |
| EPSY 615 | 12 |
| EPSY 616 | 12 |
| EPSY 617 | 12 |
| Total 1st semester / Totaal 1^{ste} semester | 59 |
| Year 1 / Jaar 1 | |
| Second semester / Tweede semester | |
| Module code / Module kode | Cr / Kr |
| ERTP 671 (*1) | 23 |
| EPSY 625 | 16 |
| EPSY 626 | 16 |
| EPSY 627 | 16 |
| Total 2nd semester / Totaal 2^{de} semester | 71 |
| Total Year 1 / Totaal Jaar 1 | 130 |

(*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

Mode 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

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

(*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 |
| ENLG 679 (*2) | 12 | ERTP 671 (*1) | 23 |
| LTCA 671 (*2) | 12 | LTLL 611 | 16 |
| Total 1st semester / Totaal 1^{ste} semester | 24 | Total 1st semester / Totaal 1^{ste} semester | 39 |
| 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 |
| ENLG 679 (*2) | 12 | RSPR 671 (*1) | 23 |
| LTCA 671 (*2) | 12 | LTFR 621 (*2) | 16 |
| Total 2nd semester / Totaal 2^{de} semester | 24 | Total 2nd semester / Totaal 2^{de} semester | 39 |
| Total Year 1 / Totaal Jaar 1 | 48 | Total Year 2 / Totaal Jaar 2 | 78 |

(*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

Mode 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

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

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

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 |
| EDTM 616 | 16 | | |
| Total 1st semester / Totaal 1^{ste} semester | 32 | Total 1st semester / Totaal 1^{ste} semester | 23 |
| 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 |
| GEOE 621 | 16 | ERTP 671 (*1) | 23 |
| GEOE 622 | 16 | | |
| TSCU 621 | 16 | | |
| Total 2nd semester / Totaal 2^{de} semester | 48 | Total 2nd semester / Totaal 2^{de} semester | 23 |
| Total Year 1 / Totaal Jaar 1 | 80 | Total Year 2 / Totaal Jaar 2 | 46 |

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

PROGRAMME / PROGRAM: Environmental Education / *Omgewingsopvoeding*

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

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

Campus / Kampus: Potchefstroom

Mode of delivery / Metode van aflewering:

Full time / Part time / *Voltyds / Deeltyds*

Programme specific admission requirements

To qualify for admission to this Honours qualification, a student must be in possession of:

- A Bachelor of Education degree at NQF level 7; OR
- A relevant 3 year Bachelor's degree PLUS a recognised professional teaching qualification, both at NQF level 7.

In addition a minimum average of 65% in the final year of either the BEd degree or the professional teaching qualification is required. Owing to the interdisciplinary nature of Environmental Education, there are no specific subject requirements. (Environmental Education is addressed in all school-related subjects.)

Programmespesifieke toelatingsvereistes

Om vir toelating tot hierdie Honneurs kwalifikasie te kwalifiseer, moet 'n student in besit wees van:

- 'n Baccalaureus Educationisgraad op NKR Vlak 7; OF
- 'n Toepaslike 3-jaar Baccalaureusgraad PLUS 'n erkende professionele onderwyskwalifikasie, beide op NKR Vlak 7.

Daarop word 'n minimum gemiddelde van 65% in die finale jaar van die BEd-graad of die professionele onderwyskwalifikasie vereis. Weens die interdissiplinêre aard van Omgewingsopvoeding is daar geen spesifieke vakvereistes nie. (Omgewingsopvoeding word in alle skoolverwante vakke aangespreek.)

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 |
| EESD 611 | 16 |
| Total 1st semester Totaal 1^{ste} semester | 55 |
| Year 1 / Jaar 1 | |
| Second semester / Tweede semester | |
| Module code / Module kode | Cr / Kr |
| ERTP 671 (*1) | 23 |
| EESD 621 | 16 |
| EESD 622 | 16 |
| EESD 623 | 16 |
| Total 2nd semester / Totaal 2^{de} semester | 71 |
| Total Year 1 / Totaal Jaar 1 | 126 |

(*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 |
| EESD 611 | 16 | ERTP 671 (*1) | 23 |
| CUDE 611 | 16 | | |
| Total 1st semester Totaal 1^{ste} semester | 32 | Total 1st semester Totaal 1^{ste} semester | 23 |
| 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 |
| EESD 621 | 16 | ERTP 671 (*1) | 23 |
| EESD 622 | 16 | EESD 623 | 16 |
| Total 2nd semester / Totaal 2^{de} semester | 32 | Total 2nd semester / Totaal 2^{de} semester | 39 |
| Total Year 1 / Totaal Jaar 1 | 64 | Total Year 2 / Totaal Jaar 2 | 62 |

(*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 O601P

(Full time / Part time / Voltyds / Deeltyds)

Campus / Kampus: Potchefstroom

Mode of delivery / Metode van aflewering:

Full time / Part time / Voltyds / Deeltyds

Programme specific admission requirements

See EDU.1.2.1 – Admission Requirements

Programmespesifieke toelatingsvereistes

Kyk EDU.1.2.1 – Toelatingsvereistes

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 |
| HISE 611 | 16 |
| Total 1st semester / Totaal 1^{ste} semester | 55 |
| Year 1 / Jaar 1 | |
| Second semester / Tweede semester | |
| Module code / Module kode | Cr / Kr |
| 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 |
| Total 2nd semester / Totaal 2^{de} semester | 71 |
| Total Year 1 / Totaal Jaar 1 | 126 |

(*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 |
| HISE 611 | 16 | ERTP 671 | 23 |
| CUDE 611 | 16 | | |
| Total 1st semester / Totaal 1^{ste} semester | 32 | Total 1st semester / Totaal 1^{ste} semester | 23 |
| 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 |
| 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 |
| Total 2nd semester / Totaal 2^{de} semester | 40 | Total 2nd semester / Totaal 2^{de} semester | 31 |
| Total Year 1 / Totaal Jaar 1 | 72 | Total Year 2 / Totaal Jaar 2 | 54 |

(*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

(Distance / *Afstand*)

Campus / Kampus: Potchefstroom / Vaal / Mahikeng

Mode of delivery / Metode van aflewering:

Full time / Part time / DISTANCE / *Voltyds / Deeltyds / AFSTAND*

Programme specific admission requirements

See EDU.1.2.1 – Admission Requirements

Fakulteitspesifieke toelatingsvereistes

Kyk EDU.1.2.1 – Toelatingsvereistes

Programme Structure / Programstruktuur

FULL TIME / VOLTYDS

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

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

PART TIME & DISTANCE / DEELTYDS & AFSTAND

| 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 |
| IELS 671 | 16 | ERTP 671 (*1) | 23 |
| CEPS 612 | 8 | APLS 674 | 16 |
| Total 1st semester / Totaal 1^{ste} semester | 24 | Total 1st semester / Totaal 1^{ste} semester | 39 |
| 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 |
| IELS 671 | 16 | ERTP 671 (*1) | 23 |
| FLCE 621 | 8 | APLS 674 | 16 |
| Total 2nd semester / Totaal 2^{de} semester | 24 | Total 2nd semester / Totaal 2^{de} semester | 39 |
| Total Year 1 / Totaal Jaar 1 | 48 | Total Year 2 / Totaal Jaar 2 | 78 |

(*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

Mode 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 BEd degree with Life Sciences at third year undergraduate level or
- any other Bachelor's degree with 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.

Programmespesifieke toelatingsvereistes

Hierdie program word deur die Fakulteit Opvoedkunde in samewerking met die Fakulteit Natuurwetenskappe aangebied. Die module OMSB 611 word deur 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
- enige ander 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

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

(*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 | | |
| OMSB 611 | 16 | | |
| Total 1st semester / Totaal 1^{ste} semester | 48 | Total 1st semester / Totaal 1^{ste} semester | 23 |
| 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 |
| LIFE 621 | 16 | ERTP 671 (*1) | 23 |
| LIFE 622 | 16 | | |
| Total 2nd semester / Totaal 2^{de} semester | 32 | Total 2nd semester / Totaal 2^{de} semester | 23 |
| Total Year 1 / Totaal Jaar 1 | 80 | Total Year 2 / Totaal Jaar 2 | 46 |

(*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 (Distance / *Afstand*)

Campus / Kampus: Potchefstroom

Mode of delivery / Metode van aflewering:

Full time / Part time / Distance / *Voltyds / Deeltyds / Afstand*

Programme specific admission requirements

Students who wish to apply for the programme in Life Orientation must have completed studies with Life Skills or Life Orientation as methodology OR teaching experience

Programspesifieke toelatingsvereistes

Studente wat aansoek wil doen vir die program in Lewensoriëntering moet studies voltooi het met Lewensvaardighede of Lewensoriëntering as metodologie OF onderrigervaring

Programme Structure / Programstruktuur

FULL TIME / VOLTYDS

| Year 1 / Jaar 1 | |
|--|------------|
| First semester / Eerste semester | |
| Module code / Module kode | Cr / Kr |
| ERTP 671 (*1) | 23 |
| LOHO 671 | 16 |
| LOHO 611 | 16 |
| Total 1st semester / Totaal 1^{ste} semester | 55 |
| Year 1 / Jaar 1 | |
| Second semester / Tweede semester | |
| Module code / Module kode | Cr / Kr |
| ERTP 671 (*1) | 23 |
| LOHO 671 | 16 |
| LOHO 621 | 16 |
| LOHO 622 | 16 |
| Total 2nd semester / Totaal 2^{de} semester | 71 |
| Total Year 1 / Totaal Jaar 1 | 126 |

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

PART TIME & DISTANCE / DEELTYDS & AFSTAND

| 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 |
| LOHO 611 | 16 | ERTP 671 (*1) | 23 |
| LOHO 671 * | 16 | | |
| Total 1st semester / Totaal 1^{ste} semester | 32 | Total 1st semester / Totaal 1^{ste} semester | 23 |
| 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 |
| LOHO 671 * | 16 | ERTP 671 (*1) | 23 |
| LOHO 621 | 16 | LOHO 622 | 16 |
| Total 2nd semester / Totaal 2^{de} semester | 32 | Total 2nd semester / Totaal 2^{de} semester | 39 |
| Total Year 1 / Totaal Jaar 1 | 64 | Total Year 2 / Totaal Jaar 2 | 62 |

(*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

(Distance / Afstand)

Campus / Kampus: Potchefstroom / Mafikeng

Mode of delivery / Metode van aflewering:

Full time / Part time / Distance / Voltyds / Deeltyds / Afstand

Programme specific admission requirements

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

Programspesifieke toelatingsvereistes

Leeders wat vir Wiskunde-Onderwys wil registreer moes reeds 'n hoërsonderwysstudie in Wiskunde voltooi het op minstens eerstejaarsvlak aan 'n universiteit 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 |
| Total 1st semester / Totaal 1^{ste} semester | 71 |
| 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 |
| Total 2nd semester / Totaal 2^{de} semester | 55 |
| Total Year 1 / Totaal Jaar 1 | 126 |

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

PART TIME & DISTANCE / DEELTYDS & AFSTAND

| 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 |
| MATD 611 | 16 | MATE 671 (*1) | 16 |
| Total 1st semester | | Total 1st semester | |
| Totaal 1^{ste} semester | 32 | Totaal 1^{ste} semester | 39 |
| 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 |
| MATD 622 | 16 | ERTP 671 (*1) | 23 |
| | | MATE 671 (*1) | 16 |
| Total 2nd semester / Totaal 2^{de} semester | 16 | Total 2nd semester / Totaal 2^{de} semester | 39 |
| Total Year 1 / Totaal Jaar 1 | 48 | Total Year 2 / Totaal Jaar 2 | 78 |

(*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 Deeltyds*)

Campus / Kampus: Potchefstroom

Mode of delivery / Metode van aflewering:

Full time / Part time / *Voltyds / Deeltyds*

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 drie, 'n sterk aanbeveling.

Programme Structure / Programstruktuur

FULL TIME / VOLTYDS

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

(*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 |
| BWOS 611 | 16 | ERTP 671 (*1) | 23 |
| BWOS 612 | 16 | | |
| Total 1st semester / Totaal 1^{ste} semester | 32 | Total 1st semester / Totaal 1^{ste} semester | 23 |
| 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 |
| BWOS 621 | 16 | ERTP 671 (*1) | 23 |
| BWOS 623 | 16 | BWOS 624 | 16 |
| Total 2nd semester / Totaal 2^{de} semester | 32 | Total 2nd semester / Totaal 2^{de} semester | 39 |
| Total Year 1 / Totaal Jaar 1 | 64 | Total Year 2 / Totaal Jaar 2 | 62 |

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

PROGRAMME / PROGRAM: Physical Science Education / Fisiese wetenskaponderwys

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

(Full time and Part time / Voltyds en Deeltyds)

Campus / Kampus: Potchefstroom

Mode 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 65% 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 65% for the Postgraduate Certificate in Education (PGCE) or an equivalent education qualification.

Programspesifieke toelatingsvereistes

Leeders 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 65% 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 leeders 'n gemiddeld van ten minste 65% vir alle modules in die Nagraadse Gevorderde Onderwysertifikaat (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 |
| Total 1st semester / Totaal 1^{ste} semester | 71 |
| Year 1 / Jaar 1 | |
| Second semester / Tweede semester | |
| Module code / Module kode | Cr / Kr |
| ERTP 671 (*1) | 23 |
| PHSE 621 | 16 |
| PHSE 622 | 16 |
| Total 2nd semester / Totaal 2^{de} semester | 55 |
| Total Year 1 / Totaal Jaar 1 | 126 |

(*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 | PHSE 611 | 8 |
| PHSE 612 | 8 | | |
| Total 1st semester / Totaal 1^{ste} semester | 40 | Total 1st semester / Totaal 1^{ste} semester | 31 |
| 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 |
| PHSE 621 | 16 | ERTP 671 (*1) | 23 |
| PHSE 622 | 16 | | |
| Total 2nd semester / Totaal 2^{de} semester | 32 | Total 2nd semester / Totaal 2^{de} semester | 23 |
| Total Year 1 / Totaal Jaar 1 | 72 | Total Year 2 / Totaal Jaar 2 | 54 |

(*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

Mode 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

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

(*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 |
| TLAS 612 | 16 | ERTP 671 (*1) | 23 |
| CUDE 611 | 16 | | |
| TECE 611 | 16 | | |
| Total 1st semester | | Total 1st semester | |
| Totaal 1^{ste} semester | 48 | Totaal 1^{ste} semester | 23 |
| 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 |
| TECE 621 | 16 | ERTP 671 (*1) | 23 |
| TECE 622 | 16 | | |
| Total 2nd semester / Totaal 2^{de} semester | 32 | Total 2nd semester / Totaal 2^{de} semester | 23 |
| Total Year 1 / Totaal Jaar 1 | 80 | Total Year 2 / Totaal Jaar 2 | 46 |

(*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

| | | | |
|---|---------------------------|-------------------|--------------------------------|
| Module code / Module kode: E RTP 671 | Semester 1 & 2 | 46 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Educational Research Theory and Practice / <i>Opvoedkundige Navorsingsteorie en –praktyk</i> | | | |
| Module outcomes / Module uitkomstes: On completion of the module, the student should be able to demonstrate: | | | |
| <ul style="list-style-type: none"> • 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; • 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; • 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; • 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 • effectively communicate creative insights, rigorous interpretations and solutions for problems contributing to systematic and disciplined thinking about educational matters. | | | |
| <i>Na voltooiing van die module behoort die student in staat te wees om die volgende te kan demonstree:</i> | | | |
| <ul style="list-style-type: none"> • '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; • 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; • 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; • 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 • om op effektiewe wyse kreatiewe insigte, gestrenge interpretasies en oplossings vir probleme te kommunikeer wat bydra tot sistematiese en gedissiplineerde denke oor opvoedkundige aangeleenthede. | | | |
| Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / <i>Voltyds / Deeltyds / Afstand</i> | | | |
| Assessment modes / Asseseringsmetodes: Project Report 100 % / <i>Projekverslag 100%</i> Conduct and report research under supervision and produce a research report. / <i>Doen navorsing onder toesig en rapporteer en lewer 'n navorsingsverslag.</i> | | | |

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| Module code / Module kode: AFLG 671 | Semester 1 & 2 | 24 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Verpligte module van Skool in Tale (Hons. B.A.- keusemodule) * Module offered through medium Afrikaans only | | | |
| Module outcomes / Module uitkomstes: Na afloop van hierdie module behoort die student in staat te wees | | | |
| <ul style="list-style-type: none"> • om oor die konsep tekswaardigheid te kan besin; • om taalteorie en taalpraktyk te kan versoen; • om sekondêre en primêre taalgebruiksbronne te kan identifiseer en gebruik; • om selfstandig te kan redeneer oor normering as konsep in die taalkunde; • om basiese teksredigering te doen; • om hom/haar te kan verantwoord oor die geldigheid van 'n goedversorgde taalkunde al dan nie. | | | |
| Mode of delivery / Metode van aflewering: Full-time / Part-time / <i>Voltyds / Deeltyds</i> | | | |
| Assessment modes / Asseseringsmetodes: Continuous Assessment 50 % / <i>Deurlopende assessering 50 %</i> Written Exam 50 % / <i>Skriftelike eksamen 50 %</i> | | | |

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| Module code / Module kode: APLS 674 | Semester 1 & 2 | 32 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Applied Learning Support / <i>Toegepaste Leerondersteuning</i> | | | |
| Module outcomes / Module uitkomstes: On completion of the module, students must be equipped with: | | | |
| <ul style="list-style-type: none"> • broad and in-depth knowledge and understanding of the diverse learning needs (barriers to learning) in a variety of contexts (school, classroom, home, community) which may require learning support, in terms of learning, emotional, social, and contextual support; • a high level of competence to apply various learning support approaches and techniques in a variety of contexts (school, classroom, home, community); • the skills to apply various support approaches and techniques to support learners who experience barriers to learning; • integrated knowledge and skills to compile a support programme for a variety of learning needs or barriers that learners may experience; • a high level of competence in applying specific support programmes; • an appropriate professional attitude towards ethical principles which relate to the learning support of learners who experience barriers to learning. | | | |
| <i>Ná voltooiing van die module behoort die studente toegevoeg te wees met:</i> | | | |
| <ul style="list-style-type: none"> • <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;</i> • <i>'n hoë mate van bevoegdheid om verskeie leerondersteuningsbenaderings en tegnieke in 'n verskeidenheid kontekste (skool, klaskamer, huis en gemeenskap) toe te pas;</i> • <i>verskeie benaderings en tegnieke t.o.v. ondersteuning toe te pas om leerders met leerhindernisse te ondersteun;</i> | | | |

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| <ul style="list-style-type: none"> 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. |
| Mode of delivery / Metode van aflerwing: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand |
| Assessment modes / Asseseringsmetodes: Continuous Assessment 50 % (Participation mark) / Deurlopende assessering 50 % (Deelnamepunt) <ul style="list-style-type: none"> Six sections of the portfolio are submitted as formative assessment and calculate to a 100 marks (participation mark). Ses afdelings van die portefeulje word as formatiewe assessering ingehandig en bereken tot 'n punt uit 100 (deelnamepunt). |
| Portfolio 50 % / Portefeulje 50 % <ul style="list-style-type: none"> Summative assessment: The portfolio is submitted as the summative assessment and calculated out of 300 marks, then converted to a mark out of 100. Summatiewe assessering: Die portefeulje word ingedien as die finale summatiewe assessering en bereken uit 'n punt van 300, wat daarna verwerk word na 'n punt uit 100. |

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| Module code / Module kode: BWOS 611 | Semester 1 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Exercise Science / Oefenkunde | | | |
| Module outcomes / Module uitkomstes: | | | |
| On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> kennis van en betrokkenheid in oefen fisiologie en oefenkunde. Demonstreer ook begrip van teorieë, navorsingsmetodes en tegnieke relevant tot toegepaste oefen fisiologie en oefenkunde; asook begrip van hoe om sodanige kennis in die konteks van Liggaamlike Opvoeding en sportafrigting toe te pas; die vermoë om verskeie kennisbronne in toegepaste oefen fisiologie en oefenkunde te ondersoek en om kennis en kennisgenererende prosesse met betrekking tot toegepaste oefen fisiologie en oefenkunde krities te evalueer; begrip van die kompleksiteite 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 toepaste oefen fisiologie 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 toepaste oefen fisiologie en oefenkunde; die vermoë om etiese sake en die toepaslikheid van verskillende etiese waardesisteme binne die konteks van Liggaamlike Opvoeding en sportafrigting, 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 sportafrigting krities te ondersoek om sodoende kreatiewe response vir toegepaste oefen fisiologie en oefenkunde ontwikkel; die vermoë om akademiese, professionele of beroepsideses 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 oefen fisiologie 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 handeling van ander, waar toepaslik. | | | |
| Mode of delivery / Metode van aflerwing: Full-time / Part-time / Voltyds / Deeltyds | | | |
| Assessment modes / Asseseringsmetodes: Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 % | | | |

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| Module code / Module kode: BWOS 612 | Semester 1 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Motor learning and development / <i>Motoriese leer en ontwikkeling</i> | | | |
| Module outcomes / Module uitkomstes: | | | |
| On completion of the module, the student should be able to demonstrate: | | | |
| <ul style="list-style-type: none"> • 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 thereof; • 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. | | | |
| <i>Na voltooiing van die module behoort die student in staat wees om aan te toon:</i> | | | |
| <ul style="list-style-type: none"> • 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 beroepsideses 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. | | | |
| Mode 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 % | | | |

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|---|-------------------|-------------------|--------------------------------|
| Module code / Module kode: BWOS 621 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Talent Identification and talent development / <i>Talentidentifisering en -ontwikkeling</i> | | | |
| Module outcomes / Module uitkomstes: | | | |
| On completion of the module, the student should be able to demonstrate: | | | |
| <ul style="list-style-type: none"> • 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 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 kompleksiteite 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 sistematies 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 bestuursprosesse 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 -ontwikkelingsprogram 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 handeling van ander, waar toepaslik.

Mode 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 geïntereseerde, 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 skoolsisteem te funksioneer, of 'n sisteem soos 'n Liggaamlike Opvoeding- of sportafrigtingprogram, te bestuur gebaseer op begrip van die rolle en verhoudings tussen die wetlike elemente binne die sisteem.
- 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.

Mode 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 skoolsisteem 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 sodoende kreatiewe response vir probleme te ontwikkel.

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| <ul style="list-style-type: none"> • 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 skoolsisteem. • 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. |
| Mode 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 % |

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

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

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|---|-------------------|-------------------|--------------------------------|
| Module code / Module kode: CSIE 611 | Semester 1 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Foundations of Information Technology Education / Grondslae van Inligtingstechnologie-Onderrig | | | |
| Module outcomes / Module uitkomstes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • profound knowledge of current research in the field of IT education, locally and globally; • comprehensive knowledge of the current status of IT education on secondary level world-wide; • the ability to interrogate current research in the field of IT education, locally and globally; • the ability to apply appropriate research methods in this field of study; • the ability to critically evaluate the determinants that are necessary for the teaching and development of the subject; • a deep understanding regarding the development of cooperative and collaborative learning environments as basis to enhance knowledge construction in the IT class; • the ability to present and appropriately communicate solutions to current global and local issues in IT education; • 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. • the ability to be self-directed in their learning of the IT education field. <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"> • grondige kennis van huidige navorsing in die veld van IT-onderrig, plaaslik en internasionaal, beskik; • omvattende kennis van die huidige stand van IT-onderrig op sekondêre vlak wêreldwyd beskik; • die vaardigheid beskik om huidige navorsing in die veld van IT-onderrig, plaaslik en internasionaal te ondersoek; | | | |

- die vaardigheid beskik om toepaslike navorsingsmetodes in hierdie veld van studie toe te pas;
- die vaardigheid beskik om die determinante wat noodsaaklik is vir die onderrig en ontwikkeling van die vak krities te evalueer;
- diep gegronde begrip beskik rakende die ontwikkeling van koöperatiewe leeromgewings as basis om kenniskonstruksie in die IT-klas te verhoog;
- die vaardigheid beskik om oplossings tot huidige globale en plaaslike kwessies in IT-onderwys toepaslik te kommunikeer en aan te bied;
- 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;
- die vermoë beskik om selfgerig in hul leer van IT-onderwys kan wees.

Mode 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 612 | Semester 1 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
|--|------------|------------|-------------------------|
| Title / Titel: Foundations of Computer Applications Technology Education / Grondslae van Rekenaartoevoegingstechnologie-Onderwys | | | |
| Module outcomes / Module uitkomstes: | | | |
| On completion of the module, the student should be able to demonstrate: | | | |
| <ul style="list-style-type: none"> • comprehensive knowledge of the current status of CAT on secondary, local and global level; • 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; • specialised knowledge and skills to apply appropriate research methods in this field of study; • profound knowledge and skills that will allow them to critically evaluate the determinants that are necessary for the teaching and development of the subject; • specialised knowledge and skills regarding the empowerment and support of CAT learners in terms of the basic principles of CAT as subject field. | | | |
| Na voltooiing van die module behoort die student in staat te wees om oor: | | | |
| <ul style="list-style-type: none"> • diepgaande kennis van die huidige status van RTT, op sekondêre, plaaslik en internasionaal vlak te beskik; • kennis en vaardighede wat hulle in staat stel om te demonstreer dat hulle oor grondige kennis van huidige navorsing in RTT, plaaslik en internasionaal beskik, ten einde navorsingsgeleenthede in die vak te identifiseer; • gespesialiseerde kennis en vaardighede te beskik om toepaslike navorsingsmetodes in hierdie studieveld toe te pas; • 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; • grondige kennis en vaardighede in die bemagtiging en ondersteuning van RTT-leerders in terme van die basiese beginsels van RTT as vakdissipline te beskik. | | | |
| Mode 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 624 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
|---|------------|------------|-------------------------|
| Title / Titel: Computer Science: knowledge for education / Rekenaarwetenskap: kennis vir die onderwys | | | |
| Module outcomes / Module uitkomstes: | | | |
| On completion of the module, the student should be able to demonstrate: | | | |
| <ul style="list-style-type: none"> • 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; • 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 | | | |
| Na voltooiing van die module behoort die student in staat te wees om: | | | |
| <ul style="list-style-type: none"> • 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; • 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. | | | |
| Mode 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 625 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
|--|------------|------------|-------------------------|
| Title / Titel: Information Technology: knowledge for education / Inligtingstechnologie: kennis vir die onderwys | | | |
| Module outcomes / Module uitkomstes: | | | |
| On completion of the module, the student should be able to demonstrate: | | | |
| <ul style="list-style-type: none"> • 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; • the ability to search and critically evaluate multiple sources of various knowledge with reference to OOP, compiling processes, network technologies and project management; • relevant knowledge and skills regarding OOP, compiling processes, network technologies and project management in particular contexts; • 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. | | | |

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| <p>Na voltooiing van die module behoort die student in staat te wees om:</p> <ul style="list-style-type: none"> • <i>omvattende kennis van gevorderde objekgeoriënteerde programmering (OOP); kompileringsprosesse, geheueallokering en fourthantering, netwerktegnologieë, netwerksekuriteit, bedryfstelsels en projekbestuur te demonstreer asook om dit in 'n spesifieke konteks toe te pas;</i> • <i>die vermoë te demonstreer om verskeie kennisbronne in terme van OOP, kompileringsprosesse, netwerktegnologieë en projekbestuur te ondersoek en krities te kan evalueer;</i> • <i>toepaslike kennis en vaardighede van OOP, kompileringsprosesse, netwerktegnologieë en projekbestuur in bepaalde kontekste te demonstreer;</i> • <i>die vermoë te demonstreer om komplekse en abstrakte probleme in OOP, programkompilering, netwerktegnologieë en projekbestuur aan te spreek en op te los;</i> • <i>die vermoë te demonstreer om projekbestuursvaardighede effektief toe te pas met die beplanning en ontwikkeling van nuwe sagteware of inligtingstelsels;</i> • <i>die vermoë te demonstreer om verskeie leerstrategieë toe te pas om effektiewe leer te ondersteun;</i> • <i>die vermoë te demonstreer om verantwoordelikheid en aanspreeklikheid vir eie take, opdragte en alle leerprosesse te neem in hierdie module.</i> |
| <p>Mode of delivery / Metode van aflewering: Full-time / Part-time / Voltyds / Deeltyds</p> |
| <p>Assessment modes / Asseseringsmetodes: Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %</p> |

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| Module code / Module kode: CSIE 626 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Computer Applications Technology: knowledge for education / <i>Rekenaartoepassingstegnologie: kennis vir die onderwys</i> | | | |
| Module outcomes / Module uitkomstes: | | | |
| <p>On completion of the module, the student should be able to:</p> <ul style="list-style-type: none"> • 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. <p>Na voltooiing van die module behoort die student in staat te wees om:</p> <ul style="list-style-type: none"> • <i>diepgaande kennis op sekondêre vlak van die praktiese inhoud van RTT aan te toon;</i> • <i>praktiese vaardighede met betrekking tot die ontwerp, ontwikkeling en gevorderde integrering van die onderskeie vaardighede aan te toon;</i> • <i>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;</i> • <i>bestaande databasis, sigblad en webblad ontwerpe krities te analiseer;</i> • <i>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;</i> • <i>oor die vermoë te beskik om bestaande databasistoepassings en webbladontwerpe krities te evalueer betreffende die ontwerp en eindgebruikerservaring;</i> • <i>oor die vermoë te beskik om te kommunikeer en 'n pasgemaakte ontwikkelde oplossing vir 'n regte wêreldse probleem aan te bied;</i> • <i>oor die vermoë te beskik om selfgerigte-leer- strategieë toe te pas om eie professionele en voortdurende leerderbehoefes aan te spreek;</i> • <i>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.</i> | | | |
| Mode 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 % | | | |

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|--|-------------------|-------------------|--------------------------------|
| Module code / Module kode: CUDE 611 | Semester 1 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Curriculum Development / <i>Kurrikulumontwikkeling</i> | | | |
| Module outcomes / Module uitkomstes: | | | |
| <p>On completion of the module, the student should be able to:</p> <ul style="list-style-type: none"> • develop critical thinking and analysis of a wide variety of concerns regarding curriculum development; • understand the theories and models of curriculum structure, development, evaluation and innovation/ transformation; • analyse the processes and procedures for curriculum development in South Africa; • reflect critically on the National Curriculum Statements; • demonstrate an understanding of the role of research in curriculum development; and • develop an understanding of the factors that influence curriculum transformation. <p>Na voltooiing van die module behoort die student in staat te wees om:</p> <ul style="list-style-type: none"> • <i>kritieke denke en analise van 'n wye verskeidenheid sake in verband met kurrikulumontwikkeling voort te bring;</i> • <i>die teorieë en modelle van kurrikulumstruktuur, -ontwikkeling, -evaluering en -innovering/-transformasie te verstaan;</i> • <i>die prosesse en prosedures vir kurrikulumontwikkeling in Suid-Afrika te analiseer;</i> • <i>krities te besin oor die Nasionale Kurrikulumverklarings;</i> • <i>'n begrip te demonstreer van die rol van navorsing in kurrikulumontwikkeling; en</i> • <i>'n begrip te ontwikkel van die faktore wat kurrikulumtransformasie beïnvloed.</i> | | | |
| Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand | | | |

Assessment modes / Assesseringsmetodes:

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

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|---|-------------------|-------------------|--------------------------------|
| Module code / Module kode: EDTM 616 | Semester 1 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Introduction to Environmental Education / <i>Inleiding tot omgewingsopvoeding</i> | | | |
| Module outcomes / Module uitkomstes: | | | |
| On completion of the module, the student should be able to demonstrate: | | | |
| <ul style="list-style-type: none"> • an extended, systematic and solid knowledge base regarding the background principles of Environmental Education; • a critical analysis of current Environmental Education policies and practices; • an extended, systematic knowledge of different approaches to Environmental Education; • an ethical and professional approach to carry out teaching, learning, assessing and research in Environmental Education; • critically evaluate the value of Environmental Education within the education system; | | | |
| <i>Na voltooiing van die module behoort die student in staat wees om aan te toon:</i> | | | |
| <ul style="list-style-type: none"> • 'n uitgebreide, sistematiese en grondige kennisbasis van die agtergrondbeginsels van Omgewingsopvoeding. • die vermoë tot 'n kritiese analise van heersende omgewingsopvoedingsbeleide en -praktyke; • 'n uitgebreide, sistematiese kennis van die verskillende benaderings ten opsigte van Omgewingsopvoeding; • 'n etiese en professionele benadering in die onderrig, leer, assessering en navorsing in Omgewingsopvoeding. • die waarde van Omgewingsopvoeding binne die onderwysstelsel krities te evalueer. | | | |
| Mode 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 % | | | |

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|--|-------------------|-------------------|--------------------------------|
| Module code / Module kode: EESD 611 | Semester 1 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Introduction to Environmental Education: teaching and learning for social change <i>Inleiding tot Omgewingsopvoeding: onderrig en leerverandering</i> | | | |
| Module outcomes / Module uitkomstes: | | | |
| By the end of this module the student should be able to demonstrate that he/she has acquired: | | | |
| <ul style="list-style-type: none"> • an extensive, systematic and deep knowledge with regard to the ontological and epistemological developments in Environmental Education • an extended and solid knowledge base regarding the background aim, objectives and principles of Environmental Education. • an extended, systematic knowledge of different approaches to Environmental Education. • a critical analysis of current Environmental Education policies and practices; and • an ethical and professional approach to carry out teaching, learning, assessment and research in Environmental Education. | | | |
| <i>Ná afloop van hierdie module behoort die student die volgende kan demonstreeer:</i> | | | |
| <ul style="list-style-type: none"> • 'n uitgebreide, sistematiese en diepgaande kennis rakende die ontologiese en epistemologiese ontwikkelings in Omgewingsopvoeding; • 'n uitgebreide en soliede kennisbasis rakende die agtergrond, doel, doelstellings en beginsels van Omgewingsopvoeding; • 'n uitgebreide, sistematiese kennis van verskillende benaderings tot Omgewingsopvoeding; • '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. | | | |
| Mode 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 % | | | |

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|--|-------------------|-------------------|--------------------------------|
| Module code / Module kode: EESD 621 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Education and environmental natural resource Management / <i>Onderwys en omgewings- natuurlike hulpbronbestuur</i> | | | |
| Module outcomes / Module uitkomstes: | | | |
| By the end of this module the student should be able to demonstrate that he/she has acquired: | | | |
| <ul style="list-style-type: none"> • 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. | | | |
| <i>Ná afloop van hierdie module behoort die student die volgende kan demonstreeer:</i> | | | |
| <ul style="list-style-type: none"> • 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 omgewingsbestuursstelsel na aanleiding van 'n heelskoolbenadering; en • ingeligte en kritiese begrip hê van hulpbronbestuur in Suid-Afrikaanse skole en internasionaal wanneer omgewingsbestuursisteme geïmplementeer word. | | | |
| Mode 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 % | | | |

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| 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 / <i>Sosiale en ekologiese vraagstukke in Omgewingsopvoeding</i> | | | |
| Module outcomes / Module uitkomstes: By the end of this module the student should be able to demonstrate that he/she has acquired: <ul style="list-style-type: none"> 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. <i>Ná afloop van hierdie module behoort die student die volgende kan demonstreer:</i> <ul style="list-style-type: none"> <i>uitgebreide en sistematiese kennis rakende beskouings oor die omgewing en mensdom se verhouding met die aarde se hulpbronne;</i> <i>gespesialiseerde kennis en vaardighede rakende die identifisering van globale omgewingsvraagstukke wat volhoubare omgewings bedreig;</i> <i>'n ingeligte en kritiese begrip van en waardering vir hoe bevolkings en die omgewing deel is van die globale uitdaging vir volhoubare bestaan;</i> <i>'n fundamentele begrip van volhoubare bestaan in die Suid-Afrikaanse en skoolkonteks; en</i> <i>'n kritiese begrip van geselekteerde vraagstukke in Omgewingsopvoeding wat besprekings sal fasiliteer wat gegronde argumente rakende geselekteerde omgewingsvraagstukke en -uitdagings in S</i> | | | |
| Mode of delivery / Metode van aflewering: Full-time / Part-time / Voltyds / Deeltyds | | | |
| Assessment modes / Asseseringsmetodes: Continuous Assessment 50 % / <i>Deurlopende assessering 50 %</i> Written Exam 50 % / <i>Skriftelike eksamen 50 %</i> | | | |

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| Module code / Module kode: EMLO 611 | Semester 1 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Education management and organisations / <i>Onderwysbestuur en –organisasies</i> | | | |
| Module outcomes / Module uitkomstes: After completing this module, students demonstrate that they have acquired: <ul style="list-style-type: none"> an understanding of the structure and functioning of the workplace in which education management activities are executed; the necessary knowledge of and insight into the ecology (culture and climate) and the change and development of the educational organisation; a profound knowledge of and insight into education management as field of scientific endeavour, 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. <i>Na afhandeling van hierdie module moet die student demonstreer dat die volgende bemeester is:</i> <ul style="list-style-type: none"> <i>die verstaan van die struktuur en funksionering van die werksplek waarbinne onderwysbestuurshandeling uitgevoer word;</i> <i>die nodige kennis en insig in die ekologie (kultuur en klimaat); verandering en ontwikkeling van die onderwysorganisasie;</i> <i>'n grondige kennis en insig in onderwysbestuur as wetenskaplike veld van ondersoek, en</i> <i>om te kan onderskei tussen die bestuurstake (hoe om te bestuur) en die bestuursareas (wat om te bestuur), en in staat wees om die bestuurshandeling te kan toepas ten einde 'n effektiewe onderwysbestuurspraktyk te kan verskeer.</i> | | | |
| Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand | | | |
| Assessment modes / Asseseringsmetodes: Continuous Assessment 50 % / <i>Deurlopende assessering 50 %</i> Written Exam 50 % / <i>Skriftelike eksamen 50 %</i> | | | |

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| Module code / Module kode: ENLG 679 | Semester 1 & 2 | 24 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Applied Language Studies | | | |
| Module outcomes / Module uitkomstes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> explain the key issues in SLA; explain the role of selected factors that influence SLA characterise interlanguage; discuss and evaluate the universal grammar theory of SLA; discuss the role of formal instruction in SLA; distinguish between approaches and methods in language teaching; describe and evaluate selected approaches and methods in language teaching, covering all four language skills (reading, writing, speaking and listening); design syllabi and teaching materials. | | | |
| Mode of delivery / Metode van aflewering: Full-time / Part-time / Voltyds / Deeltyds | | | |
| Assessment modes / Asseseringsmetodes: Continuous Assessment 50 % / <i>Deurlopende assessering 50 %</i> Written Exam 50 % / <i>Skriftelike eksamen 50 %</i> | | | |

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| Module code / Module kode: EPSY 615 | Semester 1 | 12 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Counselling and Career Theories, Ethics and the Law / <i>Berading en Loopbaanteorieë, Etiek en die Reg</i> | | | |
| Module outcomes / Module uitkomstes: On completion of the module, the student should be able to: <ul style="list-style-type: none"> demonstrate an understanding of human experiences, problems, behaviour and phenomena in diverse social, cultural and linguistic contexts from an ecosystemic point of view and Afrocentric approach. solve problems and undertake psycho-education using Egan's problem management, opportunity development approach, and communication skills. | | | |

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| <ul style="list-style-type: none"> demonstrate well-rounded knowledge of the contributions, strengths, limitations and applications of different counselling and career theories. reflect their own appreciation and critically judge their development as internal supervisor in view of the ethical rules of SACE, HPCSA, the law, community etiquette and personal accountability. <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"> <i>begrip te demonstreeer van menslike ervarings, probleme, gedrag en verskynsels in diverse sosiale, kulturele en linguistieke kontekste vanuit 'n eksosistemiese standpunt en Afrosentriese benadering.</i> <i>probleme op te los en psigo-opvoedkunde te onderneem deur gebruik te maak van Egan se probleemhantering, geleentheidsontwikkeling-benadering en kommunikasievaardighede.</i> <i>afgeronde kennis te demonstreeer van die bydrae, sterktes, beperkings en toepassings van verskillende beradings- en loopbaanteorieë.</i> <i>hulle eie waardering te reflekteer en hul ontwikkeling as interne toesighouer krities te beoordeel met inagneming van die etiese reëls van SARO, die gesondheidsraad (HPCSA), die reg, gemeenskapsetiket en persoonlike aanspreeklikheid.</i> |
| <p>Mode of delivery / Metode van aflewering: Full-time / Voltyds</p> <p>Assessment modes / Asseseringsmetodes: Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %</p> |

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| Module code / Module kode: EPSY 616 | Semester 1 | 12 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titef: Psychopathology and Neuropsychology / <i>Psigopatologie en Neuropsigologie</i> | | | |
| <p>Module outcomes / Module uitkomstes: On completion of the module, the student will demonstrate:</p> <ul style="list-style-type: none"> comprehensive, systematic and integrated knowledge of psychopathology and its etiology in children, adolescents and adults from a Western as well as an African perspective. good understanding of the DSM-5 classification system and the ability to apply this knowledge. critical knowledge and understanding of the ethical and legal dilemmas and/or considerations applicable in the identification of pathology. communicate their findings/conclusions clearly to other relevant professionals for higher-order interventions and support. self-regulation skills to independently obtain, critically analyse, synthesise and present information from appropriate research articles and other credible sources on psychopathology using relevant technology. basic knowledge and understanding of the field of neuropsychology, with a specific focus on neurodevelopment and brain-behaviour relationships. <p><i>Ná voltooiing van die module sal die student die volgende kan demonstreeer:</i></p> <ul style="list-style-type: none"> <i>omvattende, sistematiese en geïntegreerde kennis van psigopatologie en etiologie by kinders, adolessente en volwassenes vanuit sowel 'n Westerse as 'n Afrika-perspektief.</i> <i>goeie begrip van die DSM-5-klassifikasiesistelsel en die vermoë om die kennis toe te pas.</i> <i>kritiese kennis en begrip van die etiese- en regs-dilemmas en/of oorwegings van toepassing op die identifisering van patologie.</i> <i>hul bevindinge/gevolgtrekkings duidelik met ander tersaaklike kundiges te kommunikeer vir hoër-orde-ingrypings en ondersteuning.</i> <i>selfregulasievaardighede om onafhanklik inligting vanuit gepaste navorsingsartikels en ander betroubare bronne oor psigopatologie te verkry, krities te analiseer, te verenig en aan te bied deur van tersaaklike tegnologie gebruik te maak.</i> <i>basiese kennis en begrip van die veld van neurosielkunde, met spesifieke klem op neuro-ontwikkeling en brein-gedrag-verhoudings.</i> | | | |
| <p>Mode of delivery / Metode van aflewering: Full-time / Voltyds</p> <p>Assessment modes / Asseseringsmetodes: Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %</p> | | | |

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| Module code / Module kode: EPSY 617 | Semester 1 | 12 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titef: Theories of Life-long Learning / <i>Teorieë van Lewenslange Leer</i> | | | |
| <p>Module outcomes / Module uitkomstes: On completion of the module, students should be equipped with:</p> <ul style="list-style-type: none"> integrated knowledge of the theoretical underpinnings of theories of life-long learning and critical understanding. ability to apply these theories relevant to the field of educational psychology, including an Afrocentric perspective. ability to critically amalgamate educational psychology theories, methodologies and techniques relevant to behavioural, cognitive and social views of learning. integrated understanding of how behavioural, cognitive and social views of learning inform their own personal practice. <p><i>Ná voltooiing van die module behoort die student toegerus wees met:</i></p> <ul style="list-style-type: none"> <i>geïntegreerde kennis van die teoretiese onderstuttings van teorieë van lewenslange leer en kritiese begrip.</i> <i>vermoë om hierdie teorieë relevant tot die veld van opvoedkundige sielkunde, 'n Afrosentriese perspektief in te sluit, toe te pas.</i> <i>vermoë om opvoedkundige sielkunde-teorieë, -metodologieë en tegnieke relevant tot gedrags-, kognitiewe en sosiale sienings van leer, krities te verenig.</i> <i>geïntegreerde begrip van hoe gedrags-, kognitiewe en sosiale sienings van leer hul eie persoonlike praktyk inlig.</i> | | | |
| <p>Mode of delivery / Metode van aflewering: Full-time / Voltyds</p> <p>Assessment modes / Asseseringsmetodes: Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %</p> | | | |

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| Module code / Module kode: EPSY 625 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titef: Applied Psycho-Educational Interventions / <i>Toegepaste Psigo-Opvoedkundige Intervensies</i> | | | |
| <p>Module outcomes / Module uitkomstes: On completion of the module, the student will demonstrate:</p> <ul style="list-style-type: none"> the ability to select and apply specialised knowledge, skills and attitudes about educational psychology practice in diverse real-life contexts. ability to identify and address potential ethical issues in the application of psycho-educational practice; an understanding of the role of teachers as prescribed by SACE and the role of an educational psychologist as prescribed by the HPCSA. adherence to the professional code of conduct for teachers as prescribed by SACE and the NWU. ability to function effectively in a multiprofessional, transdisciplinary system as an honours student in Educational Psychology; | | | |

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| <ul style="list-style-type: none"> ability to assume responsibility for own work, decision-making and use of resources in community and educational contexts. <p><i>Ná voltooiing van die module, sal die student die volgende kan demonstree:</i></p> <ul style="list-style-type: none"> <i>vermoë om gespesialiseerde kennis, vaardighede en houdings betreffende opvoedkundige sielkunde-praktyk in diverse lewenswerklike kontekste te kies en toe te pas.</i> <i>vermoë om potensiële etiese probleme in die toepassing van psigo-opvoedkundige praktyk te identifiseer en te hanteer.</i> <i>begrip van die rol van onderwysers soos voorgeskryf deur SARO en die rol van 'n opvoedkundige sielkundige soos voorgeskryf deur die gesondheidsraad (HPCSA).</i> <i>nakoming van die professionele gedragskode vir onderwysers soos voorgeskryf deur SARO en die NWU.</i> <i>vermoë om effektief binne 'n multiprofessionele, transdissiplinêre stelsel as 'n honneursstudent in Opvoedkundige Sielkunde te funksioneer.</i> <i>vermoë om verantwoordelikheid te aanvaar vir eie werk, besluitneming en die gebruik van hulpbronne in gemeenskaps- en opvoedkundige kontekste.</i> |
| Mode of delivery / Metode van aflewering: Full-time / Voltyds |
| Assessment modes / Asseseringsmetodes: Continuous Assessment 50 % / Deurlopende assessering 50 % Portfolio with Oral Presentations 50 % / Portefeulje met Mondelinge Aanbiedings 50 % |

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| Module code / Module kode: EPSY 626 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Community Educational Psychology / <i>Gemeenskapsopvoedkundige Sielkunde</i> | | | |
| Module outcomes / Module uitkomstes: On completion of the module, the student will be able to demonstrate: <ul style="list-style-type: none"> integrated knowledge of the theoretical underpinnings of educational psychology in relation to community psychology, highlighting the Afrocentric perspective. critical understanding of psychological theories, methodologies and techniques relevant to promoting community well-being in diverse settings. ability to critically question and review multiple sources of knowledge regarding educational psychology initiatives that can be applied in a community context – among others, in a school environment – to promote health. ability to apply health promotion knowledge in the South African context. <p><i>Ná voltooiing van die module, sal die student die volgende kan demonstree:</i></p> <ul style="list-style-type: none"> <i>geïntegreerde kennis van die teoretiese onderstuttings van opvoedkundige sielkunde in verhouding tot gemeenskapsielkunde, met klem op die Afrosentriese perspektief.</i> <i>kritiese begrip van sielkundige teorieë, metodologieë en tegnieke relevant tot die bevordering van gemeenskapswelstand in diverse kontekste.</i> <i>vermoë om verskeie bronne van kennis betreffende opvoedkundige sielkunde-inisiatiewe wat in 'n gemeenskapskonteks toegepas kan word – onder meer in 'n skoolomgewing om gesondheid te bevorder – krities te bevraagteken en beoordeel.</i> <i>vermoë om gesondheidsbevorderingkennis in die Suid-Afrikaanse konteks toe te pas.</i> | | | |
| Mode of delivery / Metode van aflewering: Full-time / Voltyds | | | |
| Assessment modes / Asseseringsmetodes: Continuous Assessment 50 % / Deurlopende assessering 50 % Portfolio with Oral Presentations 50 % / Portefeulje met Mondelinge Aanbiedings 50 % | | | |

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| Module code / Module kode: EPSY 627 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Psychometry and Assessment / <i>Psigometrie en Assessering</i> | | | |
| Module outcomes / Module uitkomstes: On completion of the module, the student will be able to demonstrate: <ul style="list-style-type: none"> integrated theoretical knowledge of psychometric measures and the fundamentals of psychometry in the South African context. critical understanding of reliable psychometric assessments, and responsible use of various psychometric instruments relevant to the South African context. critical understanding of the complex nature of appropriate test batteries for a particular purpose to address various needs within specific diverse contexts. the ability to analyse and comment on the applicability of a range of formal and informal assessment methods, and to critically judge the effectiveness of the methods in a diverse South African setting. the ability to judge culturally fair psychological assessments with specific reference to the South African context. understanding of their social, civic and environmental accountability within the context of conducting psychometric assessments, neuro-psychological assessment as well as study skills, career guidance and learning support. <p><i>Na voltooiing van die module, sal die student die volgende kan demonstree:</i></p> <ul style="list-style-type: none"> <i>geïntegreerde teoretiese kennis van psigometriese meting en die grondbeginsels van psigometrie in die Suid-Afrikaanse konteks.</i> <i>kritiese begrip van betroubare psigometriese assesserings, en verantwoordelike gebruik van verskeie psigometriese toetse relevant tot die Suid-Afrikaanse konteks.</i> <i>kritiese begrip van die komplekse aard van geskikte toetsbatterye vir 'n spesifieke doel om verskeie behoeftes binne spesifieke diverse kontekste aan te roer.</i> <i>die vermoë om die toepaslikheid van 'n reeks van formele en informele assesseringsmetodes te analiseer en daarop kommentaar te lewer, en om die effektiwiteit van die metodes in 'n diverse Suid-Afrikaanse konteks krities te beoordeel.</i> <i>die vermoë om kultureel regverdige psigologiese assesserings te beoordeel met spesifieke verwysing na die Suid-Afrikaanse kultuur.</i> <i>begrip van hul sosiale-, burgerlike- en omgewingsaanspreeklikheid binne die konteks van die uitvoering van psigometriese assesserings, neuropsigologiese assessering sowel as studievaardighede, loopbaanvoortligting en leerondersteuning.</i> | | | |
| Mode of delivery / Metode van aflewering: Full-time / Voltyds | | | |
| Assessment modes / Asseseringsmetodes: Continuous Assessment 50 % / Deurlopende assessering 50 % Portfolio with Oral Presentations 50 % / Portefeulje met Mondelinge Aanbiedings 50 % | | | |

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| Module code / Module kode: FLCE 621 | Semester 2 | 8 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Facilitation and Lay Counselling for Educators / <i>Fasilitering en Lekeberading vir Opvoeders</i> | | | |
| Module outcomes / Module uitkomstes: | | | |
| On completion of the module, the student should be able to demonstrate: | | | |
| <ul style="list-style-type: none"> • 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. | | | |
| <i>Na voltooiing van die module behoort die student in staat wees om aan te toon:</i> | | | |
| <ul style="list-style-type: none"> • <i>dat basiese kennis, vaardighede en houdings geïntegreer kan word sodat leerders wat steun nodig of wat lewensprobleme ervaar, ondersteun kan word, en om daardie leerders wat gespesialiseerde berading nodig, te verwys;</i> • <i>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 verwys;</i> • <i>dat kennis, vaardighede en houdings in die identifisering van emosionele en sosiale probleme by kinders en adolessente gedemonstreer word;</i> • <i>dat kennis, vaardighede en houdings ten opsigte van die verwysing van leerders wat gespesialiseerde berading of terapie nodig, verwerf is demonstreer;</i> • <i>dat kennis, vaardighede en houdings ten opsigte van ondersteuning vanuit 'n ekosistemiese perspektief verwerf is;</i> • <i>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 verwys;</i> • <i>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 verwys;</i> • <i>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 verwys;</i> • <i>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 verwys;</i> • <i>'n vermoë om etiese kwessies te identifiseer en te hanteer gedurende die hulpverleningsproses aan leerders met emosionele problematiek;</i> • <i>'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;</i> • <i>'n vermoë om binne die ekosistemiese raamwerk te funksioneer waar 'n groot aantal faktore in ag geneem word in die leke-beradingsproses;</i> • <i>'n vermoë om leerstrategie toe te pas wat die ontwikkeling in 'n effektiewe lekeberader sal fasiliteer.</i> | | | |
| Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand | | | |
| Assessment modes / Assesseringsmetodes: | | | |
| Continuous Assessment 50 % / <i>Deurlopende assessering 50 %</i> Written Exam 50 % / <i>Skriftelike eksamen 50 %</i> | | | |

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| Module code / Module kode: GEOE 621 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Teaching and Learning in Geography Education : Environmental Education / <i>Onderrig en leer in Geografie-onderwys: Omgewingsonderwys</i> | | | |
| Module outcomes / Module uitkomstes: | | | |
| On completion of the module, the student should be able to demonstrate: | | | |
| <ul style="list-style-type: none"> • an extensive, systematic and deep knowledge with regard to the ontological and epistemological developments in Geography Education; • 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; • 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; • 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; • The ability to approach and execute teaching, learning, assessment and research in Geography Education in an ethical and professional manner. | | | |
| <i>Na voltooiing van die module behoort die student in staat wees om aan te toon:</i> | | | |
| <ul style="list-style-type: none"> • <i>uitgebreide, sistematiese en diep kennis tov die ontologiese en epistemologiese ontwikkelinge in Geografie-onderwys;</i> • <i>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;</i> • <i>die vermoë om komplekse en swak gedefinieëde 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;</i> | | | |

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| <ul style="list-style-type: none"> • die vermoë om inligting van akademies-professionele aard sowel mondeling as skriftelik met behulp van tegnologieë toepaslik vir die konteks te kan kommunikeer; en • die vermoë om onderrig, leer, assessering en navorsing in Geografie-onderrig in 'n eties en professioneel te kan benader en uit te voer. |
| Mode 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 % |

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|---|-------------------|-------------------|--------------------------------|
| Module code / Module kode: GEOE 622 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Information & Communication Technology (ICT) in Geography Education / Inligtings- & Kommunikasietegnologie (IKT) in Geografie-Onderrig | | | |
| Module outcomes / Module uitkomstes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • 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; • 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; • 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; • 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; • 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); • 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; • 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; • 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. Na voltooiing van die module behoort die student in staat wees om aan te toon: <ul style="list-style-type: none"> • 'n grondige en uitgebreide kennis van IKT (die omvang van die IKT onderrigssituasie en -beleide van eerste wêreldlande) in praktykgerigte Geografie-onderrig te hê; • 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 daarbinne te kan definieer en motiveer; • die vermoë om 'n sinvolle en effektiewe analise te kan maak van die landskap van Geo-ruimtelike tegnologieë in Geografie-Onderrig, 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; • die vermoë om die leerteorieë wat Vervlegde Leer ondersteun te kan begrond, en met onderrig- en leerstrategieë in Geografie-Onderrig te kan belyn deur dit krities te analiseer binne die raamwerk van Geo-ruimtelike denke; • 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); • 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 bevoegdhede in die professionele hantering en aanwending van IKT in Geografie onderrig 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; • die vermoë om die bevoegdhede (kennis, waardes en vaardighede) in die effektiewe implementering van digitale geografie, geo-ruimtelike denke en Vervlegde Leer in Geografie-Onderrig geïntegreerd te kan illustreer in die toepassing daarvan in die ontwerp (en motivering) van lesse vir eerstepêreld-klaskamers met alternatiewe vir derdewêreld-klaskamers. | | | |
| Mode 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 % | | | |

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|---|-------------------|-------------------|--------------------------------|
| Module code / Module kode: HISE 611 | Semester 1 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Historical writing and history teaching trends in South Africa: a historiographical reconnaissance / Geskiedskrywing en geskiedenis onderrig tendense in Suid-Afrika: 'n historiografiese verkenning | | | |
| Module outcomes / Module uitkomstes: After successful completion of this module, the students need to demonstrate: <ul style="list-style-type: none"> • 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); • 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; • 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; • an ability to skillfully and professionally investigate and argue the career value of teaching History from literature; • an ability to take responsibility in using sources scrupulously and to make accountable, ethically based and professional decisions. Na die suksesvolle voltooiing van hierdie module, moet die studente kan demonstree: <ul style="list-style-type: none"> • '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 moontlike impak van politieke verandering en / of vordering en / of ideologieë van die dag op die onderrig van Geskiedenis in Suid-Afrika; | | | |

- 'n kritiese analise, sintese en evaluering van verskeie geskiedenis- en kultuurkurrikula 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;
- 'n vermoë om op bewaarde en professionele wyse in die literatuur te ondersoek en te argumenteer die loopbaanwaarde van Geskiedenis-onderrig;
- '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.

Mode 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: HISE 621

Semester 2

16 Cr / Kr

NQF level / NKR Vlak: 8

Title / Titel: Teaching, Learning and Assessment in History Education / Onderrig, Leer en Assesering in Geskiedenis-onderrig

Module outcomes / Module uitkomstes:

After successful completion of this module, the students need to demonstrate:

- 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;
- 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;
- 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;
- 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;
- the ability to identify, address and implement norms and values prescribed by the Education Department.

Na die suksesvolle voltooiing van hierdie module, moet die studente kan demonstree:

- 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;
- '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;
- 'n ingeligte en kritiese begrip van die teoretiese begroning van assessering en hoe dit verband hou met en impakkeer op gesonde assesseringspraktyke in die onderrig van geskiedenis;
- '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
- as 'n professionele leier;
- die vermoë om norme en waardes wat deur die Departement van Onderwys voorgeskryf is, te identifiseer, adresseer en te implementeer.

Mode 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: HISE 622

Semester 2

8 Cr / Kr

NQF level / NKR Vlak: 8

Title / Titel: South African Heritage and Indigenous Knowledge Systems in History Education / Suid-Afrikaanse Erfenis en inheemse kennisstelsels in Geskiedenis-onderrig

Module outcomes / Module uitkomstes:

After successful completion of this module, the students need to demonstrate:

- a fundamental understanding of heritage and formulate a worldview informed by multicultural and global perspectives;
- 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;
- the ability to effectively and professionally analyse and integrate Indigenous Knowledge Systems and environmental education in History education;
- 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;
- 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
- the ability to professionally present academic information as a creative writer and critical thinker promoting the role of leader and team member.

Na die suksesvolle voltooiing van hierdie module, moet die studente kan demonstree:

- 'n fundamentele begrip van erfenis en formuleer 'n wêreldbeskouing gegrond op multikulturele en internasionale perspektiewe;
- '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;
- die vermoë om effektief en professioneel te analiseer en te integreer Inheemse Kennisstelsels en omgewingsopvoeding in Geskiedenis-onderrig;
- '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;
- die vermoë om betrokke te raak as 'n etiese lid van die globale en plaaslike gemeenskap, wat met deernis en integriteit, strewe na sosiale en omgewingsgeregtigheid, en
- 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.

Mode 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 %

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

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| Module code / Module kode: LIFE 621 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titef: Environmental Education for Life Sciences Teaching / <i>Omgewingsopvoeding vir Lewenswetenskappe-onderrig</i> | | | |
| Module outcomes / Module uitkomstes: | | | |
| By the end of the module, students should be equipped to: <ul style="list-style-type: none"> 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; act as empowered Life Science teachers as school-based curriculum experts; apply environmental education to make students aware of the fact that the natural resources available can be utilised in a sustainable manner; evaluate the importance of the environmental policy of the school- or classroom and to be able to set an environmental policy for the school; 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. | | | |
| <i>Aan die einde van die module behoort die studente:</i> <ul style="list-style-type: none"> <i>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 subdisipline van Lewenswetenskappe;</i> <i>as bemaatigde Lewenswetenskappe-onderrysers en kurrikulumdeskundiges te kan optree;</i> <i>omgewingsopvoeding kan toepas deur leerders bewus te maak dat natuurlike hulpbronne op 'n volhoubare wyse benut moet word;</i> <i>die waarde van 'n omgewingsbeleid vir 'n skool of klaskamer te evalueer en 'n omgewingsbeleid vir 'n skool te kan opstel;</i> <i>'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;</i> <i>die belangrikheid van 'n positiewe ingesteldheid en houding om as kurrikulumdeskundige te kan optree, te besef en waardeer.</i> | | | |
| Mode of delivery / Metode van aflewering: Full-time / Part-time / Voltyds / Deeltyds | | | |
| Assessment modes / Assesseringsmetodes: | | | |
| Continuous Assessment 50 % / <i>Deurlopende assessering 50 %</i> Written Exam 50 % / <i>Skriftelike eksamen 50 %</i> | | | |

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| Module code / Module kode: LIFE 622 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titef: Interdisciplinary perspectives on core aspects in bioethics / <i>Interdissiplinêre perspektiewe in kernaspekte in Bioetiek</i> | | | |
| Module outcomes / Module uitkomstes: | | | |
| By the end of the module, students should be equipped: <ul style="list-style-type: none"> 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 demonstreer deur gebruik te maak van gepaste navorsingsmetodes en filosofiese paradigmas, deur beskikbare inligting te vind en te organiseer en uit 'n interdisciplinêre 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.

Mode 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 demonstreer:

- pas kennis van Lewensoriëntering in Onderwys toe;
- demonstreer '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, noudesette 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 demonstreer 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.

Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand

Assessment modes / Asseseringsmetodes:

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 demonstreer:

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| <ul style="list-style-type: none"> • <i>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;</i> • <i>'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;</i> • <i>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;</i> • <i>Die vermoë om etiese kwessies te identifiseer en aan te roer gebaseer op kritiese refleksie in die keuse en toepassing van 'n verskeidenheid navorsingstrategieë;</i> • <i>Verantwoordbaarheid deur middel van besluitneming, en die neem van volle verantwoordelikheid vir sy/haar werk.</i> |
| Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand |
| Assessment modes / Assesseringsmetodes: Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 % |

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| Module code / Module kode: LOHO 622 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Community Engagement / <i>Gemeenskapsverbintenis</i> | | | |
| Module outcomes / Module uitkomstes: By the end of the module, students should be equipped: <ul style="list-style-type: none"> • 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. <i>Na suksesvolle voltooiing van hierdie module moet die student die volgende kan demonstreer:</i> <ul style="list-style-type: none"> • <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 wêreldwye gemeenskapsinteraksie inisiatiewe;</i> • <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> • <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> • <i>die vermoë om sensitief te wees vir etiese optrede in gemeenskapsinteraksie.</i> | | | |
| Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand | | | |
| Assessment modes / Assesseringsmetodes: Project report 100% / Projekverslag 100% | | | |

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| Module code / Module kode: LOHO 671 | Semester 1 & 2 | 32 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Guidance and Support / <i>Begeleiding en ondersteuning</i> | | | |
| Module outcomes / Module uitkomstes: By the end of the module, students should be equipped: <ul style="list-style-type: none"> • 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. <i>Na suksesvolle voltooiing van die module moet die studente die volgende kan demonstreer:</i> <ul style="list-style-type: none"> • <i>'n geïntegreerde kennis en kritiese begrip van persoonlike ontwikkeling, begeleidings- en ondersteuningsprosesse, hoe om veranderingsagente te wees en welstand te bevorder;</i> • <i>betrokkenheid by en die toepassing van bogenoemde wat op die Lewensoriëntering-onderwyser betrekking het;</i> • <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> • <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> • <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> • <i>om doeltreffend binne 'n span/groep/sistiem 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> | | | |
| Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand | | | |
| Assessment modes / Assesseringsmetodes: Project report 100% / Projekverslag 100% | | | |

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| Module code / Module kode: LTCA 671 | Semester 1 & 2 | 24 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: <i>Developing and Implementing Curricula and Assessment in Language Teaching</i> | | | |
| Module outcomes / Module uitkomstes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • knowledge of the nature and foundations of language policy and planning as well as the relationship between them; • 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; • the complex nature of the integration of assessment of learning and assessment for learning; • integrated knowledge from recent research on controversial aspects of curriculum, assessment and technology in language teaching; • in-depth knowledge and skills in terms of teachers' ethical and professional responsibilities regarding assessment approaches and practices; • 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; • 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. | | | |
| Mode of delivery / Metode van aflewering: Full-time / Part-time / Voltyds / Deeltyds | | | |
| Assessment modes / Assesseringsmetodes: Continuous Assessment 50 % / <i>Deurlopende assessering 50 %</i> Written Exam 50 % / <i>Skriftelike eksamen 50 %</i> | | | |

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| Module code / Module kode: LTFR 621 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Foundations of Reading | | | |
| Module outcomes / Module uitkomstes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • 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 | | | |
| Mode of delivery / Metode van aflewering: Full-time / Part-time / Voltyds / Deeltyds | | | |
| Assessment modes / Assesseringsmetodes: Continuous Assessment 50 % / <i>Deurlopende assessering 50 %</i> Written Exam 50 % / <i>Skriftelike eksamen 50 %</i> | | | |

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| Module code / Module kode: LTLL 611 | Semester 1 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Language and Literature Studies | | | |
| Module outcomes / Module uitkomstes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • in-depth knowledge and interpretation of the fundamentals in prominent English literature texts; • applied knowledge of research methodology in literature; • insights into literature teaching theories and techniques; • the ability to acquire and select a range of appropriate literature research enquiry skills; • the ability to address ethical issues like plagiarism within the writing and literature domain; • the ability to synthesise information gained from multiple literature resources and research findings; • accountability and responsibility for own learning progress and research skills. | | | |
| Mode of delivery / Metode van aflewering: Full-time / Part-time / Voltyds / Deeltyds | | | |
| Assessment modes / Assesseringsmetodes: Continuous Assessment 50 % / <i>Deurlopende assessering 50 %</i> Written Exam 50 % / <i>Skriftelike eksamen 50 %</i> | | | |

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| Module code / Module kode: MATD 611 | Semester 1 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Mathematics Education in Perspective / <i>Wiskunde-Onderwys in Perspektief</i> | | | |
| 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: <ul style="list-style-type: none"> • the origin, development and cultural determination of mathematics and mathematics education as human activities and fields of study; • exemplars of fundamental philosophical, cultural, theoretical and practical perspectives on and in the fields of mathematics and mathematics education; • an own grounded view of mathematics and mathematics education. <i>Studente demonstreer omvattende kennis en begrip, hoëvlak vaardigheid en gepaste ingesteldhede en waardes met betrekking tot:</i> <ul style="list-style-type: none"> • <i>die oorsprong, ontwikkeling en kulturele bepaling van wiskunde en wiskunde-onderwys as menslike handelinge en velde van ondersoek;</i> • <i>eksemplare van fundamentele filosofiese, kulturele, teoretiese en praktiese perspektiewe op en in die velde van wiskunde en wiskunde-onderwys;</i> • <i>in eie begroonde beskouing oor wiskunde en wiskunde-onderwys.</i> | | | |
| Mode of delivery / Metode van aflewering: Full-time / Part-time / Distance / Voltyds / Deeltyds / Afstand | | | |
| Assessment modes / Assesseringsmetodes: Continuous Assessment 50 % / <i>Deurlopende assessering 50 %</i> Written Exam 50 % / <i>Skriftelike eksamen 50 %</i> | | | |

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| Module code / Module kode: MATD 622 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Mathematics Learning and Teaching / <i>Wiskundeleer en –Onderrig</i> | | | |
| 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: <ul style="list-style-type: none"> • a global as well as a South African perspective on various approaches to school mathematics education; | | | |

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| <ul style="list-style-type: none"> 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. <p><i>Studente demonstreer omvattende kennis en begrip, hoëvlak vaardigheid en gepaste ingesteldhede en waardes met betrekking tot:</i></p> <ul style="list-style-type: none"> <i>’n globale sowel as ’n Suid-Afrikaanse perspektief op verskillende benaderings tot skoolwiskunde-onderwys;</i> <i>die identifisering, kritiese ontleding en evaluering van bestaande en nuwe onderrig-leerbenaderings met betrekking tot wiskunde-onderwys;</i> <i>teoretiese en praktiese aspekte wat met die kenmerke van effektiewe wiskundeleer en -onderrig verband hou;</i> <i>faktore wat die gehalte van wiskundeleer en -onderrig beïnvloed of bepaal.</i> |
| Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand |
| Assessment modes / Assesseringsmetodes: Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 % |

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| Module code / Module kode: MATE 671 | Semester 1 & 2 | 32 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titef: 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: | | | |
| <ul style="list-style-type: none"> 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. <p><i>Studente demonstreer omvattende kennis en begrip, hoëvlak vaardigheid en gepaste ingesteldhede en waardes met betrekking tot:</i></p> <ul style="list-style-type: none"> <i>teoretiese en empiriese gronde van die konsepte Wiskundige Kennis vir Onderwys (WKO) en Wiskunde-inhoudskennis vir Onderwys (WIKO);</i> <i>die onderlinge samehang van WKO en WIKO en ander vorme van kennis wat vir die onderrig van wiskunde noodsaaklik is;</i> <i>konseptuele areas en kernkonsepte en -prosedures wat met die gekose vlak van wiskunde-onderwys verband hou;</i> <i>die tegnologieë en gereedskap van die wiskunde- en wiskunde-onderwysvelde</i> | | | |
| Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand | | | |
| Assessment modes / Assesseringsmetodes: Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 % | | | |

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| Module code / Module kode: OMBO 613 | Semester 1 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titef: Introduction to GIS / Inleiding tot GIS | | | |
| Module outcomes / Module uitkomstes: At the end of the module the student should be able to demonstrate: | | | |
| <ul style="list-style-type: none"> 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. <p><i>Aan die einde van die module moet die student in staat wees om die volgende te demonstreer:</i></p> <ul style="list-style-type: none"> <i>geïntegreerde kennis van en betrokkenheid in GIS en ’n kritiese begrip en toepassing van teorieë en tegnieke relevant tot GIS;</i> <i>die vermoë om ruimtelike data in te samel en te bestuur in beide lêerformaat en in ’n databasisbestuurselformaat en die komplekse aard van ruimtelike data en hoe dit verskil van nie-ruimtelike data te verstaan;</i> <i>die vermoë om toepaslike ruimtelike data te kan selekteer en die effektiwiteit daarvan krities te beoordeel met die oog op kaartproduksie;</i> <i>kritiese begrip toon van hoe GIS bestuursbesluite kan ondersteun;</i> <i>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.</i> | | | |
| Mode 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 % | | | |

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| Module code / Module kode: OMBO 621 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titef: Hydro Geography (See Environmental Science Yearbook) / Hidro-Geografie (Sien Omgewingswetenskappe Jaarboek) | | | |
| Module outcomes / Module uitkomstes: On completion of the module, the candidates should be able to demonstrate: | | | |
| <ul style="list-style-type: none"> 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; the ability to interrogate multiple sources of knowledge in hydrology and integrated water resources management, and to evaluate knowledge and processes of knowledge production; 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; the ability to identify, critically reflect on and effectively solve problems related to hydrology and integrated water resources management; 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; demonstrate an ability to act as an expert in the field of hydrology and integrated water resources management; | | | |

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| <ul style="list-style-type: none"> 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. <p><i>Na voltooiing van die module, moet die student die volgende kan demonstree:</i></p> <ul style="list-style-type: none"> 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; die vermoë om veelvuldige kennisbronne in hidrologie en geïntegreerde waterhulpbronbestuur te ontgin, en om kennis en kennisgenererende prosesse te evalueer; 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; die vermoë om krities en effektief probleme betreffende hidrologie en geïntegreerde water-hulpbronbestuur te kan identifiseer, daarop te reflekteer asook op te los; 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; demonstree die vermoë om as 'n kundige op te kan tree op die gebied van hidrologie en geïntegreerde waterhulpbronbestuur; 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. |
| Mode 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 % |

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| Module code / Module kode: OMBS 611 | Semester 1 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Conservation Ecology / Bewaringsekologie | | | |
| Module outcomes / Module uitkomstes: | | | |
| <ul style="list-style-type: none"> See yearbook of The School Environmental Studies. Sien jaarboek van Skool vir Omgewingstudies. | | | |
| Mode 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 % | | | |

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| Module code / Module kode: ONWR 611 | Semester 1 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Education Law: Theory and praxis / Onderwysreg: Teorie en Praktijk | | | |
| Module outcomes / Module uitkomstes: | | | |
| After completing this module, students demonstrate that they have acquired: | | | |
| <ul style="list-style-type: none"> the ability to contemplate theoretically and define the core nature of Education law; a theoretical and conceptual knowledge of the terminology of Education law; the ability to describe the sources of Education Law and apply them correctly; a theoretical and conceptual knowledge of, as well as an ability to apply common law principles to education practice; the ability to apply knowledge and understanding of Education law principles in education related scenarios; a theoretical and conceptual knowledge of, as well as an ability to analyse, interpret and apply educational legislation in educational practice; the ability to analyse, interpret and apply the Constitution in educational practice; 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. | | | |
| <i>By die voltooiing van hierdie module moet die student kan aantoon dat hy/sy die volgende bemeester het:</i> | | | |
| <ul style="list-style-type: none"> die vermoë om teoreties te besin oor Onderwysreg en die sinkern daarvan te kan aantoon; 'n teoretiese en konseptuele kennis van die terminologie in Onderwysreg; die vermoë om die bronne van toepassing op Onderwysreg te omskryf en dit reg te kan toepas; die vermoë om teoretiese en konseptuele kennis van, sowel as die vermoë om die gemeenregtelike beginsels, in die onderwyspraktijk te kan toepas; die vermoë om die kennis en insig oor Onderwysreg in onderwysgerigte scenario's te kan toepas; die vermoë om teoretiese en konseptuele kennis van, sowel as die vermoë om onderwyswetgewing, in die onderwyspraktijk te kan toepas; die vermoë om die Grondwet te kan analiseer en toepas in die onderwyspraktijk; '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. | | | |
| Mode of delivery / Metode van aflewering: Full-time / Part-time / Distance / Voltyds / Deeltyds / Afstand | | | |
| Assessment modes / Asseseringsmetodes: Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 % | | | |

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| Module code / Module kode: PHSE 611 | Semester 1 | 8 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Advanced Physics for Teaching I / Gevorderde Fisika vir Onderwys I | | | |
| Module outcomes / Module uitkomstes: | | | |
| On completion of the module, the student should be able to demonstrate: | | | |
| <ul style="list-style-type: none"> 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; 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 electromagnetism and waves; | | | |

- 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;
- 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;
- competence in scientific processes and the development of learners' practical process skills in the context of electromagnetism and waves;
- 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.

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 elektromagnetisme 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;
- 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 aan te toon van die multidisiplinêre aard van die kennisbasis wat die historiese ontwikkeling van elektromagnetisme en golwe beskryf;
- oor die vermoë te beskik om probleemoplossingsprosedures en -metodes, wat relevant is vir elektromagnetisme 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;
- 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;
- 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 siening van die invloed van chemie op die samelewing te bevorder.

Mode 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 612 | Semester 1 | 8 Cr / Kr | NQF level / NKR Vlak: 8 |
|---|------------|-----------|-------------------------|
| Title / Titel: Advanced Chemistry for Teaching I / <i>Gevorderde Chemie vir Onderwys I</i> | | | |
| Module outcomes / Module uitkomstes: | | | |
| On completion of the module, the student should be able to demonstrate: | | | |
| <ul style="list-style-type: none"> • 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: | | | |
| <ul style="list-style-type: none"> • '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 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 multidisiplinêre 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 multidisiplinêre 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. | | | |
| Mode 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 621 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
|---|------------|------------|-------------------------|
| Title / Titel: Advanced Chemistry for Teaching II / <i>Gevorderde Chemie vir Onderwys II</i> | | | |
| 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 gegeneer 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-wêreldbekouing te ontleed en sy of posisie te kan verdedig.

Mode 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: 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 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 gegeneer 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.*

Mode 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: TOAF 612

Semester 1

16 Cr / Kr

NQF level / NKR Vlak: 8

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 demonstree;
- 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 lesreekse 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-pakkette) te kan implementeer vir die ondersteuning van leer en onderrig.

*** Module offered through medium Afrikaans only**

Mode 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: TOAF 671

Semester 1 & 2

24 Cr / Kr

NQF level / NKR Vlak: 8

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 van 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, lesergerigte 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 lesergerigte 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 waardeur deur gebruikmaking van verskillende gepaste metodes en strategieë vir die onderrig van 'n addisionele taal.

*** Module offered through medium Afrikaans only**

Mode 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: TECE 611

Semester 1

16 Cr / Kr

NQF level / NKR Vlak: 8

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 te 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).*

Mode 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: TECE 621

Semester 2

16 Cr / Kr

NQF level / NKR Vlak: 8

Title / Titel: Foundation of Technology Education / Grondslag van Tegnologie-Onderwys

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| <p>Module outcomes / Module uitkomstes: On completion of the module, the student must be able to demonstrate:</p> <ul style="list-style-type: none"> the philosophy of Technology Education; the historical development of Technology Education; the connection between technology and science, and; an epistemological and methodological approach to technology both as a process and as an artefact. <p><i>Ná voltooiing van die module moet die student in staat wees om aan te toon:</i></p> <ul style="list-style-type: none"> die filosofie van Tegnologie-onderwys; die historiese ontwikkeling van Tegnologie-onderwys; die verband tussen tegnologie en wetenskap, en 'n epistemologiese en metodologiese benadering tot tegnologie beide as 'n proses en 'n artefak. |
| <p>Mode of delivery / Metode van aflewering: Full-time / Part-time / Voltyds / Deeltyds</p> |
| <p>Assessment modes / Asseseringsmetodes: Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %</p> |

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|--|-------------------|-------------------|--------------------------------|
| Module code / Module kode: TECE 622 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Teaching and Learning in Technology Education / Onderrig en Leer in Tegnologie-Onderwys | | | |
| <p>Module outcomes / Module uitkomstes: After completion of this module the student should be able to demonstrate that they have acquired a critical understanding and comprehensive work knowledge of:</p> <ul style="list-style-type: none"> the teaching and learning of Technology as a problem-based academic subject with a practical approach (including accompanying skills); problem-based teaching and learning by being able to analyse, evaluate and apply it; the development of pedagogical content knowledge by being able to analyse, evaluate and apply it; the assessment approach in Technology Education by being able to analyse, evaluate and apply assessment; and able to apply the creative and effective integration of media in the classroom. <p><i>Nadat hierdie module voltooi is, behoort die student te kan demonstreeer dat hulle 'n kritiese begrip en omvattende werkskennis verkry het van:</i></p> <ul style="list-style-type: none"> die onderrig en leer van tegnologie as 'n probleemgebaseerde akademiese vak met 'n praktiese benadering (insluitend meegaande vaardighede); probleemgebaseerde onderrig en leer deur dit te kan analiseer, evalueer en toepas; die ontwikkeling van pedagogiese inhoudkennis deur dit te kan analiseer, evalueer en toepas; die asseseringsbenadering in Tegnologie-Onderwys, deur assessering te kan analiseer, evalueer en toepas; asook die kreatiewe en effektiewe integrasie van media in die klaskamer kan toepas. | | | |
| <p>Mode of delivery / Metode van aflewering: Full-time / Part-time / Voltyds / Deeltyds</p> | | | |
| <p>Assessment modes / Asseseringsmetodes: Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %</p> | | | |

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|---|-------------------|-------------------|--------------------------------|
| Module code / Module kode: TLAS 612 | Semester 1 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Teaching, Learning and Assessment / Onderrig, Leer en Assesering | | | |
| <p>Module outcomes / Module uitkomstes: After completing this module, students should be equipped:</p> <ul style="list-style-type: none"> to analyse critically current policies and practices in curriculum studies; to conduct scientific research in curriculum studies; to analyse and evaluate current and recurrent challenges encountered in curriculum studies. <p><i>Na voltooiing van die module behoort studente te beskik oor:</i></p> <ul style="list-style-type: none"> gespesialiseerde kennis van en uitnemendheid in onderrig- en leerteorië tersake by die Suid-Afrikaanse en Internasionale onderrig- en leerkonteks; 'n fundamentele begrip van die teoretiese grondslae van assessering en hoe dit verand hou met en impakteer op gesonde assesseringspraktyke; die kennis en vaardighede om suksesvolle klaskamerassessering te beplan en te implementeer. | | | |
| <p>Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand</p> | | | |
| <p>Assessment modes / Asseseringsmetodes: Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 %</p> | | | |

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|--|-------------------|-------------------|--------------------------------|
| Module code / Module kode: TSCU 621 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: The School Curriculum / Die skoolkurrikulum | | | |
| <p>Module outcomes / Module uitkomstes: On completion of the module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> a systematic and in-depth knowledge of how to interpret and to engage in the school curriculum; 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; an understanding of the complexities of curriculum change processes in South Africa; 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; 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. <p><i>Na voltooiing van die module behoort die student in staat wees om:</i></p> <ul style="list-style-type: none"> 'n sistematiese en indiepte kennis en begrip aan te toon van hoe om sodanige kennis in die skoolkurrikulum te kan interpreteer en toepas; oor die vermoë te beskik om die prosesse van kurrikulumontwikkeling in die Suid-Afrikaanse onderwystelsel krities te ontleed en te ondersoek deur oor die vermoë te beskik om die effektiwiteit van die skoolkurrikulum te evalueer; | | | |

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| <ul style="list-style-type: none"> • 'n begrip van die kompleksiwiteit van kurrikulum veranderingsprosesse in Suid-Afrika aan te toon; • 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; • 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. |
| Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand |
| Assessment modes / Asseseringsmetodes: Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 % |

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|--|-------------------|-------------------|--------------------------------|
| Module code / Module kode: VGLO 624 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Education Systems: structure and functions / Onderwysstelsels: Struktuur en Funksies | | | |
| Module outcomes / Module uitkomstes: After completing this module, students demonstrate that they have acquired: <ul style="list-style-type: none"> • an understanding of the origin, development, nature and purpose of Comparative Education; • the ability to compare different education systems along cross-national lines; • the ability to illuminate an educational issue from a comparative perspective. Na voltooiing van hierdie module, behoort studente te kan demonstree dat hulle die volgende verwerf het: <ul style="list-style-type: none"> • 'n begrip van die oorsprong, ontwikkeling, aard en doelstellings van Vergelykende Opvoedkunde; • die vermoë om verskillende onderwysstelsels met mekaar te kan vergelyk; • die vermoë om 'n onderwyskwessie vanuit 'n vergelykende perspektief te belig. | | | |
| Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand | | | |
| Assessment modes / Asseseringsmetodes: Continuous Assessment 50 % / Deurlopende assessering 50 % Written Exam 50 % / Skriftelike eksamen 50 % | | | |

Elective modules / Keusemodules

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|---|-------------------|------------------|--------------------------------|
| Module code / Module kode: ELEA 611 | Semester 1 | 8 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: E-learning / E-leer | | | |
| Module outcomes / Module uitkomstes: After completion of the module the students should be equipped with: <ul style="list-style-type: none"> • a broad understanding of educational learning theories underlying e-learning; • a broad understanding of e-learning concepts, principles and types which are used in education; • the ability to develop e-learning strategies in correspondence to their education situations; • the ability to develop and maintain e-activities; • the ability to design online assessment; • the ability to design, maintain and facilitate a virtual online group. Na voltooiing van die module behoort studente toegerus te wees met: <ul style="list-style-type: none"> • 'n breë begrip van opvoedkundige leerteorieë wat e-leer onderlê; • 'n breë begrip van e-leerkonsepte, -beginsels en -tipes wat in onderwys gebruik word; • die vermoë om e-leerstrategieë in samehang met hul onderwysituasies te ontwikkel; • die vermoë om e-aktiwiteite te ontwikkel en in stand te hou; • die vermoë om aanlyn-assesering te ontwerp; • die vermoë om 'n virtuele aanlyngroep te ontwerp, in stand te hou en te fasiliteer. | | | |
| Mode 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 % | | | |

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

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|---|-------------------|-------------------|--------------------------------|
| Module code / Module kode: HIST 621 | Semester 2 | 24 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: A selected theme in South African History / 'n Geselekteerde tema in Suid-Afrikaanse Geskiedenis | | | |
| Module outcomes / Module uitkomstes: <ul style="list-style-type: none"> • See yearbook of The Faculty of Arts • Sien jaarboek van die Fakulteit vir Lettere en Wysbegeerte | | | |
| Mode 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 % | | | |

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|--|-------------------|-------------------|--------------------------------|
| Module code / Module kode: HIST 622 | Semester 2 | 24 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: A selected theme in African History / 'n Geselekteerde tema in Afrika Geskiedenis | | | |
| Module outcomes / Module uitkomstes: | | | |
| <ul style="list-style-type: none"> • See yearbook of The Faculty of Arts • <i>Sien jaarboek van die Fakulteit vir Lettere en Wysbegeerte</i> | | | |
| Mode 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 % | | | |

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|--|-------------------|-------------------|--------------------------------|
| Module code / Module kode: HIST 627 | Semester 2 | 24 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: A selected theme in World History / 'n Geselekteerde tema in Wêreld Geskiedenis | | | |
| Module outcomes / Module uitkomstes: | | | |
| <ul style="list-style-type: none"> • See yearbook of The Faculty of Arts • <i>Sien jaarboek van die Fakulteit vir Lettere en Wysbegeerte</i> | | | |
| Mode 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 % | | | |

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|--|-------------------|-------------------|--------------------------------|
| Module code / Module kode: HISS 621 | Semester 2 | 24 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Regional and local history in South Africa / Streeks- en plaaslike geskiedenis in Suid-Afrika | | | |
| Module outcomes / Module uitkomstes: | | | |
| <ul style="list-style-type: none"> • See yearbook of The Faculty of Arts • <i>Sien jaarboek van die Fakulteit vir Lettere en Wysbegeerte</i> | | | |
| Mode 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 % | | | |

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|--|-------------------|-------------------|--------------------------------|
| Module code / Module kode: HISS 622 | Semester 2 | 24 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Gender history in Africa / Geslagsgeskiedenis in Afrika | | | |
| Module outcomes / Module uitkomstes: | | | |
| <ul style="list-style-type: none"> • See yearbook of The Faculty of Arts • <i>Sien jaarboek van die Fakulteit vir Lettere en Wysbegeerte</i> | | | |
| Mode 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 % | | | |

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|--|-------------------|-------------------|--------------------------------|
| Module code / Module kode: HISS 623 | Semester 2 | 24 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Culture and heritage studies in global contexts / Kultuur- en erfenisstudies vanuit globale kontekste | | | |
| Module outcomes / Module uitkomstes: | | | |
| <ul style="list-style-type: none"> • See yearbook of The Faculty of Arts • <i>Sien jaarboek van die Fakulteit vir Lettere en Wysbegeerte</i> | | | |
| Mode 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 % | | | |

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|--|-------------------|-------------------|--------------------------------|
| Module code / Module kode: ONWB 624 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
| Title / Titel: Human resources management and development in education / Menslike Hulpbronbestuur en Ontwikkeling in Opvoedkunde | | | |
| Module outcomes / Module uitkomstes: | | | |
| After completing this module, students demonstrate that they have acquired: | | | |
| <ul style="list-style-type: none"> • 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; • the ability to interpret and evaluate selected policies, laws and principles applicable to human resource management; • the ability to explain processes of resourcing and assessing talent at the workplace; • knowledge of continuous professional development in order to analyse, design and apply training programmes aimed at developing talent among employees; • the ability to interpret and apply career management principles and models; • the ability to apply knowledge of human resource development to improve performance in the workplace and to develop themselves as individuals. | | | |
| Na voltooiing van hierdie module, behoort studente te kan demonstreeer dat hulle die volgende verwerf het: | | | |
| <ul style="list-style-type: none"> • 'n omvattende en sistematiese kennis van die hooftoerië, benaderings, konsepte, kontemporêre kwessies, doelstellings, geskiedenis en uitdagings ten opsigte van menslike hulpbronontwikkeling in die werksplek • die vermoë om geselekteerde beleide, wette en beginsels ten opsigte van menslike hulpbronbestuur te kan interpreteer en te kan bestuur; • die vermoë om prosesse van hulpbronwerwing, evaluering en toewysing in die werkplek te verstaan; • kennis van volgehoue professionele ontwikkeling ten einde programme, gemik op die ontwikkeling van talent onder werkers te ontwerp, analiseer en toe te pas; • die vermoë om loopbaanbestuursbeginsels en -modelle te kan interpreteer en toe te pas; | | | |

- 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.

Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand

Assessment modes / Asseseringsmetodes:

Continuous Assessment 50 % / Deurlopende assessering 50 %

Written Exam 50 % / Skriftelike eksamen 50 %

Module code / Module kode: ONWB 625

Semester 2

16 Cr / Kr

NQF level / NKR Vlak: 8

Title / Titel: Financial school management / Finansiële Skoolbestuur

Module outcomes / Module uitkomstes:

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

- an understanding of the nature and complexity of the relation between economic and political aspects and the financing of schools;
- the ability to apply and extend education management areas concerned with finances in order to analyse the implications in practice;
- the ability to apply the theory of budgeting and financing of schools in a practical manner;
- a deep understanding of the implications of selected policy documents and laws for the financing of schools.

Na voltooiing van hierdie module, behoort studente te kan demonstreeer dat hulle die volgende verwerf het:

- 'n begrip van die aard en die kompleksiteit van die samehang tussen die ekonomiese en politieke aspekte en die finansiering van skole;
- die vermoë om onderwysbestuursareas toe te pas met betrekking tot finansiering ten einde die praktykimplikasies daarvan te analiseer;
- die vermoë om die teorie van begroting en finansiering op 'n praktiese wyse toe te pas;
- 'n diepere begrip van die implikasies van geselekteerde beleidsdokumente en wette vir die finansiering van skole.

Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand

Assessment modes / Asseseringsmetodes:

Continuous Assessment 50 % / Deurlopende assessering 50 %

Written Exam 50 % / Skriftelike eksamen 50 %

Module code / Module kode: ONWR 624

Semester 2

16 Cr / Kr

NQF level / NKR Vlak: 8

Title / Titel: Labour law and school governance / Labour law and school governance

Module outcomes / Module uitkomstes:

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

- a sufficient practically usable knowledge of the applicable labour legislation in education;
- a theoretical and conceptual knowledge of the constitutional and legislative provisions that determine employment rights and obligations of educators;
- the ability to describe, analyse and apply legal principles with regard to the rights and duties of employees and employers in educational practice;
- a theoretical and conceptual knowledge of common law and case law principles that determine the substantive issues of labour law in education;
- the ability to distinguish between labour legislation that applies to educators at public schools and independent schools respectively;
- 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;
- a theoretical and conceptual knowledge of the legal principles and case law pertaining to collective labour relations in education;
- a theoretical and conceptual knowledge of the rights and duties of members of school governing bodies;
- a deep understanding of the role and functions of school governing bodies;
- 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.

Na voltooiing van hierdie module, moet studente kan aantoon dat hulle die volgende bemeester het:

- voldoende prakties aanwendbare kennis van die toepaslike arbeidswetgewing vir onderwys;
- teoretiese en konseptuele kennis van grondwetlike en ander wetlike bepalinge wat die regte en verpligtinge van opvoeders as werknemers reguleer;
- die vermoë om regsbeginsels met betrekking tot die regte en verpligtinge van werknemers en werkgewers in die onderwyspraktik te beskryf, analiseer en toe te pas;
- 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;
- die vermoë om te onderskei tussen arbeidswetgewing wat betrekking het op opvoeders by onderskeidelik openbare skole en onafhanklike skole;
- teoretiese en konseptuele kennis van konsepte soos onbillike arbeidspraktik, substantiewe en prosedurele billikheid, asook die neem van korrekte, ingeligte en billike besluite in situasies wat met arbeidsverhoudinge verband hou;
- teoretiese en konseptuele kennis met betrekking tot kollektiewe arbeidsverhoudinge in die onderwys;
- teoretiese en konseptuele kennis met betrekking tot die regte en verpligtinge van lede van die beheerliggame van openbare skole;
- 'n indringende begrip van die rolle en funksies van skoolbeheerliggame;
- 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.

Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand

Assessment modes / Asseseringsmetodes:

Continuous Assessment 50 % / Deurlopende assessering 50 %

Written Exam 50 % / Skriftelike eksamen 50 %

Module code / Module kode: ONWR 625

Semester 2

16 Cr / Kr

NQF level / NKR Vlak: 8

Title / Titel: Human Rights and democracy in education / Menseregte en Demokrasie in die Onderwys

Module outcomes / Module uitkomstes:

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

- a theoretical and conceptual knowledge of the educational determinants of the Constitution of South Africa;
- theoretical and conceptual knowledge of the constitutional and legislative provisions that determine democracy in education;
- the ability to distinguish between and evaluate the significance of different models of democracy in relation to education;
- the ability to analyse, interpret and apply the constitutional rights to educational practice;
- the ability to distinguish the ways in which rights can be limited;

- 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 onderwyspraktik 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 onderwyspraktik te ontleed en toe te pas;
- die vermoë toon om ongrondwetlike- en ondemokratiese verskynsels en praktyke in verskeie onderwyssituasies te ontleed en te kritiseer

Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand

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 / *Strategiese 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 bevestig;
- 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.

Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand

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 taalonderrigpraktik

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 taalonderrigpraktik toe te pas om leerskryfwerk te assesser en te redigeer.

*** Module offered through medium of Afrikaans only**

Mode 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: TOAF 673

Semester 1 & 2

24 Cr / Kr

NQF level / NKR Vlak: 8

Title / Titel: Kleuter-, kinder- en jeugliteratuur vir die onderwys

Module outcomes / Module uitkomstes:

Na voltooiing van die module behoort die student:

- 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;
- '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;

- 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;
- 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;
- oor die vermoë te beskik om akademies-professionele werk soos korter werkstukke en referate effektief aan te bied, asook mondeling daarvoor te kommunikeer deur gebruik te maak van toepaslike akademies-professionele diskoerse/redevoering.

*** Module offered through medium Afrikaans only**

Mode 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 %

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| Module code / Module kode: VGLO 622 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
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Title / Titel: Modern Education systems / Moderne Opvoedkundesisteme

Module outcomes / Module uitkomstes:

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

- 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;
- 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;
- 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.

Na voltooiing van hierdie module, behoort studente te demonstreer dat hulle die volgende verwerf het:

- *Die vermoë om spesifieke kenmerke en sosiale strukture met betrekking tot 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;*
- *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;*
- *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.*

Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand

Assessment modes / Asseseringsmetodes:

Continuous Assessment 50 % / Deurlopende assessering 50 %

Written Exam 50 % / Skriftelike eksamen 50 %

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| Module code / Module kode: VGLO 623 | Semester 2 | 16 Cr / Kr | NQF level / NKR Vlak: 8 |
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Title / Titel: Contemporary education issues: comparative perspectives / Hedendaagse Onderrigkwessies: Vergelykende Perspektiewe

Module outcomes / Module uitkomstes:

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

- an understanding of policy development in developing countries;
- 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;
- an understanding of different theories of educational planning and the ability to apply them as educational planners;
- the ability to identify and analyse educational problems and issues arising from schooling in a developing country;
- the ability to analyse educational issues from a comparative perspective.

Na voltooiing van hierdie module behoort studente te demonstreer dat hulle die volgende verwerf het:

- *Die vermoë om beleidsontwikkeling in ontwikkelende lande te begryp*
- *Die vermoë om oordele te vorm oor onderwysbeleidskwessies, en om die impak van onderwysbeleid op onderwysbeplanning te kan evalueer;*
- *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.*

Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand

Assessment modes / Asseseringsmetodes:

Continuous Assessment 50 % / Deurlopende assessering 50 %

Written Exam 50 % / Skriftelike eksamen 50 %

EDU.4 RULES FOR THE DEGREE MAGISTER EDUCATIONIS/MASTER OF EDUCATION (MED) / REËLS VIR DIE GRAAD MAGISTER EDUCATIONIS (MED)

Method of presentation: Full-time
Part-time

All master's 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 degree must be read together with the general academic rules of the university, which are available on Internet at:

http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2019.06.20_A-Rules_e.pdf

Metodes van aflewering: Voltyds
Deeltyds

Alle MEd-programme word geadministreer deur Studente Akademiese Leefsiklus Administrasie (SALA) en moet 'n bydrae maak tot die navorsingsfokus van die Fakulteit.

Die bepaling vir die MEd-graad moet saamgelees word met die algemene akademiese reëls van die Universiteit wat beskikbaar is op die Internet by:

http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2019.06.20_A-Rules_e.pdf

EDU.4.1 RESEARCH MED DEGREE / DIE NAVORSING MED-GRAAD

EDU.4.1.1 Nature and aims of the qualification / Aard en doel van die kwalifikasie

EDU.4.1.1.1 General aim / Algemene doel

The aim of the MEd 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.

Die doel met die MEd-graad is om toegewyde onderwysspesialiste akademies toe te rus en te vorm tot akademiese deskundigheid en uitmuntendheid om hulle roeping te vervul en in Suid-Afrika se behoefte aan hoëvlak opvoedkundige navorsers en besluitnemers te voorsien.

EDU.4.1.1.2 Specific objectives / Spesifieke doel

The specific objectives of the qualification are:

- (i) promoting educational expertise and development of students through an advanced and profound knowledge and develop a critical research approach in one of the programmes in EDU.4.10 to enable 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) A MEd student can only register if a letter of permission, signed by the supervisor, has been submitted to the registration office.
- (iv) 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 60% for the BEdHons or any other relevant honours, as well as a minimum pass mark of 60% 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 60% in die BEdHons-graad of enige ander relevante honneursgraad, sowel as 'n gemiddeld van 60% 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 title to the Research and Innovation Committee for 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 titel by die Navorsing- en Innoveringskomitee vir 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 Medestudieleier kan by die Wetenskaplike komitee, op grond van die relevante tegniese kundigheid, voorgestel word ten spyte van so 'n persoon wat nie in besit is van 'n doktorsgraad is 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 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 nagraadse administrasiekantoor ingedien.

EDU.4.8 DURATION OF THE STUDIES / DUUR VAN DIE STUDIE

The minimum duration of the study 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 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 request 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 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 versoek 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 / Kurrikulumstudies | CRSE 871 | 180 | √ | √ | |
| 4CE N01 | O801P | Physical Science Education / Fisiese Wetenskaponderwys | PHSE 871 | 180 | √ | | |
| 4CB N01 | O801P | Educational Management and Leadership / Onderwysbestuur en Leierskap | EDMA 871 | 180 | √ | √ | √ |
| 4CG N01 | O801P | Education Law / Onderwysreg | EDLW 871 | 180 | √ | √ | |
| 4CH N01 | O801P | Educational Psychology / Opvoedkundige Sielkunde | EPSY 871 | 180 | √ | | |
| 4CJ N01 | O801P | International and Comparative Education / Internasionale en Vergelykende Opvoedkunde | CMPE 871 | 180 | √ | | |
| 4CK N01 | O801P | Mathematics Education / Wiskunde-onderwys | MATE 871 | 180 | √ | | |
| 4CL N01 | O801P | Special Needs Education / Onderwys vir Spesiale Behoeftes | SPNE 871 | 180 | √ | √ | √ |
| 4CM N01 | O801P | Philosophy of Education / Filosofie van die Opvoeding | PHIE 871 | 180 | √ | | |
| 4CN N01 | O801P | Physical Education / Liggaamlike Opvoeding | MOVE 871 | 180 | √ | | |
| 4CP N01 | O801P | Computer Science Education / Rekenaarwetenskaponderwys | CSIE 871 | 180 | √ | | |

EDU.4.11 EXAMINATIONS / EKSAMINERING

In order to obtain a MEd degree, a dissertation must be 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 Research and Innovation Committee.
 - (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 Administration Office 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 Navorsing en Innovasiekomitee.*
- (ii) Die student en sy/haar studieleier moet minstens drie maande voor inhandiging van die verhandeling, die administratiewe beampte van die Hoër Grade Administrasiekantoor 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 an average 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.
- (i) 'n Verhandeling word geslaag indien die student 'n gemiddelde 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 druip, mag slegs een keer aansoek doen om weer tot dieselfde MEd-graadstudie 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.

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 grad.

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

Metode van aflewering in die onderskeie gestruktureerde meestersgraadkwalifikasies word soos volg aangebied:

Deeltyds (kontak)

Alle meestersgraadprogramme word deur Studente Akademiese Lewensiklusadministrasie (SALA) geadminestrer 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

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 Hoëronderrysstudie is om toegewyde onderryspesialiste 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-onderrysnavorsers 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 onderrys 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 hoëronderwys spesialiste 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 / directors of research entities 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. (Registration takes place on a scheduled date in January.)
 - (iii) A MEd Structured student can only register once the applicant has received a letter of acceptance from the M&D administrative office.
 - (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 / direkteure van navorsingsentiteite 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. (Registrasie vind op 'n geskeduleerde datum in Januarie plaas.)*
- (iii) 'n MEd Gestruktureerd-student mag slegs registreer wanneer die aansoeker 'n brief van aanvaarding van die M&D kantoor ontvang het.*
- (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 LIST OF PROGRAMMES / LYS VAN PROGRAMME

| Qualification Code / Kwalifikasie-kode | Curriculum Code / Kurrikulum-kode | Descriptive Name / Beskrywende naam | Credits / Krediete | Campuses / Kampusse | | |
|--|-----------------------------------|---|--------------------|---------------------|---|---|
| | | | | P | V | M |
| 4CP P01 | O801P | Masters in Higher Education Studies / Meesters in Hoëronderwysstudies | 180 | √ | | |

EDU.5.5 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 deputy dean.
 - (ii) There are coursework 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 coursework modules in the first year of study.
 - (iii) Passing all the coursework modules in the first year of the MEd in Higher Education Studies is a prerequisite for the completion of the research coursework module and mini-dissertation/research product (article format) in the second year.
 - (iv) Research proposals must be submitted for approval not later than March in the second year of study.
 - (v) The ethics application for the research proposal to be submitted in April after the research proposal was approved.
-
- (i) 'n Student vir die MEd-graad in Hoërondewysstudies moet 'n goedgekeurde program in die fokus van die fakulteit volg, in oorleg met die adjunk dekaan.
 - (ii) Daar is gedoseerde modules vir kwalifikasies in die gestruktureerde MEd in Hoërondewysstudies 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 gedoseerde modules wat in die eerste studiejaar onderrig word nie.
 - (iii) 'n Slaagpunt vir al die gedoseerde navorsingsmodules wat in die eerste jaar van die MEd in Hoërondewysstudies onderrig word, is 'n voorvereiste vir die voltooiing van die gedoseerde navorsingsmodules en die skripsie/navorsingsproduk (artikelformaat) in die tweede jaar.
 - (iv) Navorsingsvoorstelle moet teen Maart in die tweede studiejaar vir goedkeuring ingedien word.
 - (v) Die etiekaansoek van die navorsingsvoorstel word ingedien in April nadat die navorsingsvoorstel goedgekeur is.

EDU.5.6 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.5.7 EXTENSION OF STUDY PERIOD / VERLENGING VAN DIE STUDIETYDPERK

- (i) Students who do not expect to complete the study within the maximum time period (3 years) must, before the end of the final study year (second year), apply to the deputy dean concerned or, where applicable, to the entity 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 deputy dean Research and Innovation.
- (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) *Studente wat verwag dat hulle nie die studie binne die maksimum tydperk (3 jaar) gaan voltooi nie, moet voor die einde van die finale studiejaar (tweede jaar), by die betrokke adjunkdekaan of, waar van toepassing, die entiteit direkteur 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 adjunkdekaan Navorsing en Innovasie 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.5.7.1 List of modules / Lys van modules

| Module code / Modulekode | Descriptive name / Beskrywende naam | Credits / Krediete |
|---|---|-----------------------|
| Core modules / Kernmodules | | |
| 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 |
| Elective modules / Keusemodules | | |
| Student must select <u>one</u> of the following: / <i>Studente moet een van die volgende kies:</i> | | |
| 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 60% 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 one of the following | | | |
| SMHE 879 | 10 | | |
| SMHE 884 | 10 | | |
| Total Year 1 | 70 | Total Year 2 | 110 |

EDU.5.8 EXAMINATIONS / EKSAMEN

- (i) In order to obtain a structured MEd in Higher Education Studies degree, coursework modules are to be completed. No written examination.
 - (ii) A mini-dissertation/research product (article format) is submitted 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 coursework module and writing of a mini-dissertation/research product (article format) of their studies if they have not passed all their year 1 coursework modules with a minimum of 50%. Subject to exceptions approved by the deputy dean Research and Innovation.
- (i) Om 'n gestruktureerde MEd-graad in Hoëronderwysstudies te verwerf, moet gedoseerde modules voltooi word. Geen skriftelike eksamen nie.*
- (ii) 'n Skripsie/navorsingsproduk (artikelformaat) word ingedien vir eksaminering in die tweede studiejaar.*
- (iii) Studente in die gestruktureerde meestersgraadprogramme word nie toegelaat om met jaar 2 (gedoseerde navorsingsmodules en die skryf van 'n skripsie/navorsingsproduk (artikelformaat)) van hulle studies voort te gaan as al gedoseerde modules van jaar 1 nie met 'n minimum van 50% geslaag het nie. Onderhewig aan uitsonderings wat deur die adjunk-dekaan Navorsing en Innovasie goedgekeur is.*

EDU.5.8.1 Appointment of examiners / Aanstelling van eksaminators

- (i) The faculty's scientific committees nominate the external examiners for the examination of mini-dissertation/research product (article format).
 - (ii) The appointment of external examiners is done in accordance with A Rule 4.11.1.
 - (iii) At least three months before submission of the mini-dissertation/research product (article format), students and their supervisors must notify the administrative officer of the scientific committees, in writing of their intention to submit the mini-dissertation/research product (article format) for examination.
 - (iv) No examiner of a mini-dissertation/research product (article format) may have been involved in any manner in the supervision of the student or have acted as a critical reader of the mini-dissertation/research product (article format).
 - (v) For the examination of a mini-dissertation/research product (article format) in the structured master's-degree programmes, two or three external examiners, have to be nominated by the respective scientific committees of the entities and are appointed by the Research and Innovation committee of the Faculty. The appointment of examiners is done in accordance with A Rule 4.11.1.
- (i) Die fakulteit se wetenskaplike komitees nomineer die eksterne eksaminators aan vir die eksaminering van skripsies/navorsingsproduk (artikelformaat).*
- (ii) Die aanstelling van eksterne eksaminators word in ooreenstemming met A-Reël 4.11.1 gedoen.*
- (iii) Studente en hulle studieleiers moet die administratiewebeampte van die wetenskaplike komitees ten minste drie maande voor die indiening van die skripsie/navorsingsproduk (artikelformaat) skriftelik in kennis stel dat die skripsie/navorsingsproduk (artikelformaat) vir eksaminering ingedien gaan word.*
- (iv) Geen eksaminator van 'n skripsie/navorsingsproduk (artikelformaat) mag op enige manier by die studieleiding van die student of as 'n kritiese leser van die skripsie/navorsingsproduk (artikelformaat) betrokke wees nie.*
- (v) Vir die eksaminering van 'n skripsie/navorsingsproduk (artikelformaat) in die gestruktureerde meestersgraadprogramme moet twee of drie eksterne eksaminators, genomineer word, deur die onderskeie wetenskaplike komitees van die entiteite en word deur die Navorsing en Innovasiekomitee van die Fakulteit aangestel. Die aanstelling van eksaminators word in ooreenstemming met A-Reël 4.11.1 gedoen.*

EDU.5.8.2 Requirements to which the mini-dissertation must conform / Vereistes waaraan die skripsie moet voldoen

- (i) A mini-dissertation/research product (article format) must provide proof that the student has mastered the relevant research paradigms and methodologies.

- (ii) A mini-dissertation/research product (article format) must comply with all the technical requirements prescribed by the faculty board and the latest "Manual for Postgraduate Studies".
- (i) *'n Skripsie/navorsingsprodukt (artikelformaat) moet bewys verskaf dat die student die relevante navorsingsparadigmas en metodologieë bemeester het.*
- (ii) *Ten opsigte van tegniese vereistes moet 'n skripsie/navorsingsprodukt (artikelformaat) voldoen aan al die vereistes wat deur die fakulteitsraad en die jongste "Handleiding vir Nagraadse Studies" voorgeskryf word.*

EDU.5.8.3 Submission of the mini-dissertation for examination / Voorlegging van die skripsie vir eksaminering

- (i) A mini-dissertation/research product (article format) may be submitted for examination only with the written permission of the supervisor(s).
- (ii) A mini-dissertation/research product (article format) that has been submitted for examination cannot be withdrawn by the student or supervisor(s).
- (i) *'n Skripsie/navorsingsprodukt (artikelformaat) kan slegs met skriftelike toestemming van die studieleier(s) vir eksaminering voorgelê word.*
- (ii) *'n Skripsie/navorsingsprodukt (artikelformaat) wat vir eksaminering voorgelê is, kan nie deur die student of die studieleier(s) onttrek word nie.*

EDU.5.8.4 Requirements to pass / Vereistes om te slaag

- (i) Students in the structured master's programmes are not permitted to continue to year 2 (research coursework module and writing of a mini-dissertation/research product (article format) of their studies if they have not passed all their year 1 coursework modules with a minimum of 50%. Subject to exceptions approved by the deputy dean Research and Innovation.
- (ii) Students in the structured master's-degree programmes who do not obtain a minimum of 50% for assignment/s / portfolio/s may get one more opportunity to improve the assignment/s / portfolio/s and can be awarded only a maximum of 50% for the improved assignment/s / portfolio/s.
- (iii) Coursework modules for which students have not obtained a minimum of 50% must be repeated in the following year.
- (iv) If a student fails the research coursework module in the final year of study by not obtaining the minimum required mark of 50%, the student may apply in writing to the executive dean for a chancellor's opportunity to re-submit a revised assignment/portfolio for the research coursework module.
- (v) 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/research product (article format) (Category 1: accepted unconditionally; Category 2: accepted on condition that specified revisions be made to the satisfaction of the supervisor).
- (vi) A mini-dissertation/research product (article format), 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 (mini-dissertation/research product - article format) prescribed in faculty rules, and all coursework modules are passed on the first attempt.
- (vii) A student who has failed a mini-dissertation/research product (article format) may only apply for re-admission to the same MEd degree programme once, after which a new study must be registered. The deputy dean Research and Innovation of the Faculty must be notified before such registration may be approved.

- (i) *Studente in die gestruktureerde meestersgraadprogramme word nie toegelaat om met jaar 2 (gedoseer modules en die skryf van 'n skripsie/navorsingsproduk - artikelformaat)) van die studie voort te gaan nie indien die gedoseer modules van jaar 1 met 'n minimum van 50% geslaag het nie. Onderhewig aan uitsonderings wat deur die adjunk dekaan Navorsing en Innovasie goedgekeur is.*
- (ii) *Studente in die gestruktureerde meestersgraadprogramme wat nie 'n minimum van 50% verwerf het vir werkopdrag/te of portefeulje/s nie, mag nog een geleentheid kry om die werkopdrag/te / portefeulje/s te verbeter en kan slegs 'n maksimum van 50% vir die verbeterde werkopdrag/te / portefeulje/s ontvang.*
- (iii) *Gedoseer modules waarvoor studente nie 'n minimum van 50% verwerf het nie, moet in die volgende jaar herhaal word.*
- (iv) *Indien 'n student in die finale studiejaar die gedoseer navorsingsmodules druipeur nie die minimum vereiste punt van 50% te verwerf nie, mag die student skriftelik by die uitvoerende dekaan vir 'n Kanselieseksamengeleentheid aansoek doen om 'n hersiene werkopdrag/portefeulje vir die gedoseer navorsingsmodules weer in te dien.*
- (v) *'n Student slaag gedoseer modules as hulle 'n punt van ten minste 50% vir elke gedoseer modules; 'n Kategorie 1 of 2 vir die skripsie/navorsingsproduk (artikelformaat) verwerf (Kategorie 1: onvoorwaardelik aanvaar; Kategorie 2: aanvaar op voorwaarde dat bepaalde hersienings tot tevredenheid van die studieleier gemaak word).*
- (vi) *'n Skripsie/navorsingsproduk (artikelformaat), 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 gedoseer modules en die navorsingskomponent (skripsie/navorsingsproduk - artikelformaat) wat in die fakulteitsreëls beskryf word, en alle gedoseer modules met die eerste probeerslag geslaag is.*
- (vii) *'n Student wat 'n skripsie/navorsingsproduk (artikelformaat) gedruip het, mag slegs een keer vir hertoelating tot dieselfde MEd-gradprogram aansoek doen, waarna 'n nuwe studie geregistreer moet word. Die betrokke adjunk dekaan Navorsing en Innovasie van die Fakulteit moet in kennis gestel word voordat so 'n registrasie goedgekeur mag word.*

EDU.5.9 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.5.10 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.5.11 MODULE OUTCOMES / MODULE-UITKOMSTE

| | | | |
|---|---------------|--------------|--------------------|
| Module code: SMHE 873 | Year 2 | 90 Cr | NQF level 9 |
| Title: Research mini-dissertation | | | |
| Module outcomes: After completion of the mini-dissertation, the student should demonstrate: | | | |
| <ul style="list-style-type: none"> 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; the ability to identify and conceptualize a relevant and challenging theoretical or practical problem within the chosen subfield of the higher-education environment; 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; 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; the ability to operate in an independent manner and to take full responsibility for own work while demonstrating effective resource management practices. | | | |
| Method of delivery: Part-time (contact) | | | |
| Assessment modes: Summative: Mini-dissertation / Assessment by one internal and one external examiner | | | |

| | | | |
|--|---------------|--------------|--------------------|
| Module code: SMHE 874 | Year 1 | 10 Cr | NQF level 9 |
| Title: Perspectives in Higher Education | | | |
| Module outcomes: After successful completion of this module, the student should demonstrate: | | | |
| <ul style="list-style-type: none"> 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; an ability to use advanced knowledge and understanding to reflect on and critique the purpose, system and effectiveness of HE within own institutional context; 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; 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. | | | |
| Method of delivery: Part-time (contact) | | | |
| Assessment modes: Informal Formative Reading and reflection reports Formal formative Verbal report / Written and integrated assignment with one opportunity for resubmission if less than 50% is obtained for first submission Summative: Assignment | | | |

| | | | |
|---|---------------|--------------|--------------------|
| Module code: SMHE 875 | Year 1 | 20 Cr | NQF level 9 |
| Title: Teaching and Learning in Higher Education | | | |
| Module outcomes: After successful completion of this module, student should demonstrate: | | | |
| <ul style="list-style-type: none"> 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; 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; 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; 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 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; an ability to manage and take accountability of their own learning in a self-directed and self-critical manner. | | | |
| 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 | | | |

| | | | |
|--|---------------|--------------|--------------------|
| Module code: SMHE 876 | Year 1 | 10 Cr | NQF level 9 |
| Title: Curriculum Inquiry and Programme Design in Higher Education | | | |
| Module outcomes: After successful completion of this module, the student should demonstrate: | | | |
| <ul style="list-style-type: none"> 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; 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; 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; applicable curriculum-design skills to apply quality assurance/development criteria to at least one qualification or programme of your HE institution; 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. | | | |
| 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 | | | |

| | | | |
|---|---------------|--------------|--------------------|
| Module code: SMHE 877 | Year 1 | 10 Cr | NQF level 9 |
| Title: Blended Learning Technologies in Higher Education | | | |
| Module outcomes: After successful completion of this module, the student should demonstrate: | | | |
| <ul style="list-style-type: none"> 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; the ability to critique, evaluate and apply theories underlying teaching and learning with technologies; 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; 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; the creative ability to design, develop and implement blended-learning environments with appropriate teaching and learning strategies in learning management systems (LMS). | | | |
| 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 | | | |

| | | | |
|---|---------------|--------------|--------------------|
| Module code: SMHE 878 | Year 1 | 10 Cr | NQF level 9 |
| Title: Assessment and Evaluation in Higher Education | | | |
| Module outcomes: After successful completion of this module, the student should demonstrate: | | | |
| <ul style="list-style-type: none"> 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; a comprehensive understanding of context-related principles for the assessment of student learning, particularly with the view of implementing learning-centered approaches; 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; the ability to establish and apply an evaluation framework to analyse own assessment practices; and 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. | | | |
| 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 | | | |

| | | | |
|--|---------------|--------------|--------------------|
| Module code: SMHE 885 | Year 2 | 20 Cr | NQF level 9 |
| Title: Introduction to Research in Higher Education | | | |
| Module outcomes: After successful completion of this module, the student should demonstrate: | | | |
| <ul style="list-style-type: none"> critical understanding of the role of research traditions in conceptualising, planning, executing and positioning research and research projects in higher-education contexts; appreciation of the value of epistemological, ontological and methodological considerations in research; 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; the ability to make preliminary decisions as to a research approach and design for a possible research project; 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; critical and ethical engagement with various schools of thought, approaches, methods to research of a qualitative nature in higher education; 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; critical understanding of, and awareness of when to apply, mixed research approaches in higher-education research. | | | |
| 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 | | | |

Elective modules

| | | | |
|--|---------------|--------------|--------------------|
| Module code: SMHE 879 | Year 1 | 10 Cr | NQF level 9 |
| Title: Leadership in Higher Education | | | |
| Module outcomes: After successful completion of this module, the student should demonstrate: <ul style="list-style-type: none"> 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; 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; 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; 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; 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. | | | |
| 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 | | | |

| | | | |
|--|---------------|--------------|--------------------|
| Module code: SMHE 884 | Year 1 | 10 Cr | NQF level 9 |
| Title: *Scholarship in Higher Education | | | |
| Module outcomes: After successful completion of this module, the student should demonstrate: <ul style="list-style-type: none"> advanced knowledge and critical understanding of the complex nature, purpose and requirements of the concept of scholarship within a broader academic context; 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; 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; 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/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2019.06.20_A-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 bepalings 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/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2019.06.20_A-Rules_e.pdf

Alle doktorsgraadprogramme word geadministreeer 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 bemaagtig 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) The student must have obtained a minimum average pass mark of 60% for the MEd degree.
 - (iii) 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) *Die student moet 'n minimum slaagsyfer van gemiddeld 60% in die MEd-graad, behaal het.*
 - (iii) *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 knowledge as recognised by the Faculty Board.

Vorige leer soos erken deur die fakulteitsraad.

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 title to the Research and Innovation Committee for 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 titel by die Navorsing- en Innoveringskomitee in vir 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.
- (i) *'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 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-nummer word toegeken en by 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 verwerwing 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):
- 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 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):
- of die navorsingsonderwerp steeds relevant is;
 - watter vordering reeds gemaak is;
 - wat nog gedoen moet word om die studie af te handel;
 - 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 / Fisiese Natuurwetenskaponderwys | PHSE 971 | 360 | √ | | |
| 4CA R06 | O901P | Educational Management / Onderwysbestuur | EDMA 971 | 360 | √ | √ | √ |
| 4CA R05 | O901P | Education Law / Onderwysreg | EDLW 971 | 360 | √ | √ | |
| 4CA R07 | O901P | Educational Psychology / Opvoedkundige Sielkunde | EPSY 971 | 360 | √ | | |
| 4CA R01 | O901P | Comparative Education / Vergelykende Opvoedkunde | CMPE 971 | 360 | √ | | |
| 4CA R09 | O901P | Mathematics Education / Wiskunde-onderwys | MATE 971 | 360 | √ | | |
| 4CA R14 | O901P | Special Needs Education / Onderwys vir Spesiale Behoeftes | SPNE 971 | 360 | √ | √ | √ |
| 4CA R11 | O901P | Philosophy of Education / Filosofie van Opvoedkunde | PHIE 971 | 360 | √ | | |
| 4CA R12 | O901P | Physical Education / Liggaamlike Opvoeding | MOVE 971 | 360 | √ | | |
| 4CA R02 | O901P | Computer Science Education / Rekenaarwetenskaponderwys | CSIE 971 | 360 | √ | | |
| 4CA R03 | O901P | Curriculum Studies / Kurrikulumstudies | 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 Research and Innovation Committee.
- (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 Administration office 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 Navorsing- en Innovasiekomitee.*
- (ii) *Die student en sy/haar promotor moet minstens drie maande voor inhandiging van die proefskrif, die administratiewe beampte van die Hoër Grade Administrasiekantoor 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.
- (iii) *Die eksamen vir 'n doktorsgraad bestaan minstens uit 'n proefskrif wat die resultate van die student se oorspronklike navorsing bevat.*
- (iv) *'n Doktorale proefskrif moet vir eksaminering ingedien word.*

EDU.6.12 REQUIREMENTS FOR A DOCTORAL THESIS / VEREISTES VIR 'N DOKTORALE 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 (not thesis in article format), the following is required: Proof of the submission of an 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.
- (iv) Regarding a thesis in article format: 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).
- (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) *Bewys van indiening van 'n navorsingsartikel vir 'n doktrale graad wat nie in artikel format geskryf is nie, 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.*

(iv) *Wat die doktersgraad in artikel format betref: 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).*

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.