



Faculty of
Education
Postgraduate

Fakulteit
Opvoedkunde
Nagraads



2026 YEARBOOK

All universities in South Africa are obligated by law to take part in a National Project driven by the external regulatory bodies (the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE) and the South African Qualifications Authority (SAQA)) to align all qualifications with the Higher Education Qualifications Sub-Framework (HEQSF). It follows that the NWU is continuously in the process of aligning its qualification and programme offering with the requirements of the HEQSF.

Students are advised to ensure that they register for the correct qualification, programme and/or curriculum, and to report any errors and/or omissions noticed. **It is the duty of the student to ascertain that he/she is registering for the correct qualification, programme and/or curriculum.** The University will not be held liable for any damages students may suffer as a result of neglecting this responsibility.

Alle universiteite in Suid-Afrika is volgens wet verplig om deel te neem aan 'n nasionale projek wat gedryf word deur die eksterne regulerende liggame (die Departement van Hoër Onderwys en Opleiding (DHOO), die Raad vir Hoër Onderwys (RHO) en die Suid-Afrikaanse Kwalifikasie-owerheid (SAKO)) om alle kwalifikasies in lyn te bring met die subraamwerk vir kwalifikasies vir hoër onderwys (HOKSR). Hieruit volg dat die NWU voortdurend besig is om sy kwalifikasie en programaanbieding in lyn te bring met die vereistes van die HOKSR.

*Studente word aangeraai om te verseker dat hulle vir die regte kwalifikasie, program en/of kurrikulum registreer en om foute en/of weglatings wat opgemerk word, aan te meld. **Dit is die student se plig om vas te stel of hy/sy vir die regte kwalifikasie, program en/of kurrikulum registreer.** Die Universiteit sal nie aanspreeklik gehou word vir enige skade wat studente kan ly as gevolg van die versuim van hierdie verantwoordelikheid nie.*

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Management structures / Bestuurstrukture

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Faculty of Engineering / Fakulteit Ingenieurswese:

<https://engineering.nwu.ac.za/faculty-management/faculty-management>

Faculty of Health Sciences / Fakulteitsgesondheidswetenskappe:

<https://health-sciences.nwu.ac.za/management/executive-deans-office>

Faculty of Humanities / Fakulteits Geesteswetenskappe:

<https://humanities.nwu.ac.za/management/executive-deans-office>

Faculty of Law / Fakulteit Regte:

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Faculty of Natural and Agricultural Sciences / Fakulteit Natuur- en Landbouwetenskappe:

<https://natural-sciences.nwu.ac.za/management/executive-deans-office>

Faculty of Theology / Fakulteit Teologie:

<https://theology.nwu.ac.za/management/executive-deans-office>

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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>.

Please note: Although the information in this Calendar has been compiled with the utmost care and accuracy, the Council and the Senate of the University accept no responsibility whatsoever for errors that may occur. **Before students finally decide on their 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.**

Rig alle korrespondensie aan:

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MELD ASSEBLIEF U STUDENTE NOMMER IN ALLE KORRESPONDENSIE

Die Algemene Akademiese Reëls van die Universiteit, waaraan alle studente hulself moet onderwerp en wat van toepassing is op al die kwalifikasies wat deur die Universiteit aangebied word, verskyn in 'n aparte publikasie en is beskikbaar op die webblad: <http://www.nwu.ac.za/yearbooks>.

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 se voorgenome keuse voorkom, is die betrokke kombinasie van modules ontoelaatbaar.**

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FACULTY OF EDUCATION / FAKULTEIT OPVOEDKUNDE

Please visit <https://education.nwu.ac.za/> for more information regarding the faculty management and structure.

Besoek gerus <https://education.nwu.ac.za/af> vir meer inligting rakende die fakulteitsbestuur en -struktuur.

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

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>Wiskunde-onderwys</i> • Technology Education <i>Tegnologie-onderwys</i> • Computer Science Education <i>Rekenaarwetenskaponderwys</i> • Geography and Environmental Education <i>Geografie en Omgewingsonderwys</i>
School of Commerce and Social Studies in Education / <i>Skool vir Besigheid- 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 Bestuurswetenskaponderwys</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> • Education Management and Leadership <i>Onderwysbestuur en -leierskap</i> • Comparative and International Education <i>Vergelykende en Internasionale Opvoedkunde</i>
School of Languages in Education / <i>Skool vir Tale in Onderwys</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"> • Early Childhood Development and Education <i>Vroeë Kinderontwikkeling en –Opvoeding</i> • Education Psychology

	<p><i>Opvoedkundige Sielkunde</i></p> <ul style="list-style-type: none">• Learner Support <p><i>Leerderondersteuning</i></p> <ul style="list-style-type: none">• Life Orientation <p><i>Lewensoriëntering</i></p> <ul style="list-style-type: none">• Movement Education <p><i>Bewegingsonderwys</i></p>
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QUALIFICATIONS OFFERED BY THE FACULTY / KWALIFIKASIES AANGEBIED DEUR DIE FAKULTEIT

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

- Doctor of Philosophy (PhD)
- Master of Education (MEd)
- Bachelor of Education Honours (BEdHons)
- Postgraduate Diploma in Education (PGDip)
- Postgraduate Certificate in Education (PGCE)
- Bachelor of Education (BEd)
- Diploma in Grade R Teaching (Dipl Gr R)
- Advanced Diploma in Education (ADE)
- Advanced Certificate in Teaching (ACT)

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

- *Doktorsgraad in Opvoedkunde (PhD)*
- *Meestersgraad in Opvoedkunde (MEd)*
- *Honneursgraad in Opvoedkunde (BEdHons)*
- *Nagraadse Diploma in Opvoedkunde (Op Engels: PGDip)*
- *Nagraadse Onderwysertifikaat (NGOS)*
- *Graad in Opvoedkunde (BEd)*
- *Diploma in Graad R Onderrig (Dipl Gr R)*
- *Gevorderde Diploma in Opvoedkunde (Op Engels: ADE)*
- *Gevorderde Sertifikaat in Onderrig (Op Engels: ACT)*

QUALIFICATIONS, PROGRAMMES AND CURRICULA / KWALIFIKASIES, PROGRAMME EN KURRIKULUMS

POSTGRADUATE DIPLOMA IN EDUCATION / NAGRAADSE DIPLOMA IN OPVOEDKUNDE					
NQF LEVEL 8: Distance / NRF VLAK 8: Afstand					
QUALIFICATION / KWALIFIKASIE	PROGRAMME AND CODE / PROGRAM EN KODE	CURRICULUM CODE / KURRIKULUMKODE	MODE OF DELIVERY / METODE VAN AFLEWERING	NQF-LEVEL / NKR VLAK	CAMPUS / KAMPUS
Postgraduate Diploma in Education / Nagraadse Diploma in Opvoedkunde	Education Management and Leadership / <i>Onderwysbestuur en -leierskap</i> 4DF D01	O701P	Distance / <i>Afstand</i>	8	Potchefstroom
	Special Needs Education / <i>Onderwys vir Spesiale Behoeftes</i> 4DG D01	O701P	Distance / <i>Afstand</i>	8	Potchefstroom

HONOURS DEGREE / HONNEURSGRAAD					
NQF LEVEL 8: DISTANCE / NRF VLAK 8: AFSTAND					
QUALIFICATION / KWALIFIKASIE	PROGRAMME AND CODE / PROGRAM EN KODE	CURRICULUM CODE / KURRIKULUMKODE	MODE OF DELIVERY / METODE VAN AFLEWERING	NQF-LEVEL / NKR VLAK	CAMPUS / KAMPUS
Bachelor of Education Honours / Baccalareus Educationis Honneursgraad (BEdHons)	Business Science Education / <i>Besigheidswetenskappe vir Onderwys</i> 4GA L01	O601P	Distance / <i>Afstand</i>	8	Potchefstroom
	Curriculum Studies / <i>Kurrikulumstudies</i> 4EC L01	O601P	Distance / <i>Afstand</i>	8	Potchefstroom
	Educational Management and Leadership / <i>Onderwysbestuur en -leierskap</i> 4EX L01	O601P	Distance / <i>Afstand</i>	8	Potchefstroom
	Life Orientation / <i>Lewensoriëntering</i> 4EV L01	O601P	Distance / <i>Afstand</i>	8	Potchefstroom
	Mathematics Education / <i>Wiskunde-Onderwys</i> 4EL L01	O601P	Distance / <i>Afstand</i>	8	Potchefstroom
	Special Needs Education / <i>Onderwys vir Spesiale Behoeftes</i> 4ES L01	O601P	Distance / <i>Afstand</i>	8	Potchefstroom
	NQF LEVEL 8: FULL TIME / PART TIME (CONTACT) / NRF VLAK 8: VOLTYDS / DEELTYDS (KONTAK)				
Bachelor of Education Honours / Baccalareus	Computer Applications Technology Education / <i>Rekenaartoepassings-tegnologie-Onderwys</i>	O601P	Full-time / <i>Voltyds</i> Part-time Contact /	8	Potchefstroom

Educationis Honneursgraad (BEdHons)	4BG L01		<i>Deeltyds Kontak</i>		
	Curriculum Studies / <i>Kurrikulumstudies</i> 4ED L01	O601P/V	Full-time / <i>Voltyds</i> Part-time Contact / <i>Deeltyds Kontak</i>	8	Potchefstroom / Vanderbijlpark
	Educational Management and -leadership / <i>Onderwysbestuur en - leierskap</i> 4EW L01	O601M/P/V	Full-time / <i>Voltyds</i> Part-time Contact / <i>Deeltyds Kontak</i>	8	Mahikeng / Potchefstroom / Vanderbijlpark
	Educational Psychology / <i>Opvoedkundige Sielkunde</i> 4EF L01	O601P	Only Full-time <i>/ Slegs voltyds</i>	8	Potchefstroom
	Environmental Education / <i>Omgewingsopvoeding</i> 4ET L01	O601P	Full-time / <i>Voltyds</i> Part-time Contact / <i>Deeltyds Kontak</i>	8	Potchefstroom
	Geography Education / <i>Geografie-Onderwys</i> 4EH L01	O601P	Full-time / <i>Voltyds</i> Part-time Contact / <i>Deeltyds Kontak</i>	8	Potchefstroom
	History Education / <i>Geskiedenisonderwys</i> 4BF L01	O602P	Full-time / <i>Voltyds</i> Part-time Contact / <i>Deeltyds Kontak</i>	8	Potchefstroom
	Information Technology Education / <i>Inligtingstegnologie- Onderwys</i> 4EJ L01	O601P	Full-time / <i>Voltyds</i> Part-time Contact / <i>Deeltyds Kontak</i>	8	Potchefstroom
	Language Education / <i>Taalonderrig</i> 4EY L01	O601 M/P/V	Full-time / <i>Voltyds</i> Part-time Contact / <i>Deeltyds Kontak</i>	8	Potchefstroom / Mahikeng / Vanderbijlpark
	Life Orientation / <i>Lewensoriëntering</i> 4EU L01	O601P	Full-time / <i>Voltyds</i> Part-time Contact / <i>Deeltyds Kontak</i>	8	Potchefstroom
Life Sciences Education / <i>Lewenswetenskappe- Onderwys</i>	O601P	Full-time / <i>Voltyds</i>	8	Potchefstroom	

	4EK L01		Part-time Contact / <i>Deeltyds Kontak</i>		
	Mathematics Education / <i>Wiskunde-Onderwys</i> 4EM L01	O601M/P/V	Full-time / <i>Voltyds</i> Part-time Contact / <i>Deeltyds Kontak</i>	8	Mahikeng Potchefstroom Vanderbijlpark
	Physical Education / <i>Liggaamlike Opvoeding</i> 4EN L01	O601P	Full-time / <i>Voltyds</i> Part-time Contact / <i>Deeltyds Kontak</i>	8	Potchefstroom
	Physical Science Education / <i>Fisiesewetenskaponderwys</i> 4EP L01	O601P	Full-time / <i>Voltyds</i> Part-time Contact / <i>Deeltyds Kontak</i>	8	Potchefstroom
	Special Needs Education / <i>Onderwys vir Spesiale Behoeftes</i> 4EQ L01	O601M/P/V	Full-time / <i>Voltyds</i> Part-time Contact / <i>Deeltyds Kontak</i>	8	Mahikeng / Potchefstroom / Vanderbijlpark
	Technology Education / <i>Tegnologie-Onderwys</i> 4ER L01	O601P	Full-time / <i>Voltyds</i> Part-time Contact / <i>Deeltyds Kontak</i>	8	Potchefstroom

STRUCTURED MASTER'S DEGREE / GESTRUKTRUEERDE MEESTERS GRAAD					
QUALIFICATION / KWALIFIKASIE	PROGRAMME AND CODE / PROGRAM EN KODE	CURRICULUM CODE / KURRIKULUMKODE	MODE OF DELIVERY / METODE VAN AFLEWERING	NQF- LEVEL / NKR VLAK	CREDITS / KREDIETE
Master of Education Degree (MEd) / Meestersgraad in Opvoedkunde (MEd)	MEd in Higher Education Studies / MEd in Hoëronderwysstudies 4PC P02	O801P	Part-time Contact / <i>Deeltyds Kontak</i>	9	186

RESEARCH MASTER'S DEGREE / NAVORSINGS MEESTERS GRAAD

QUALIFICATION / KWALIFIKASIE	PROGRAMME AND CODE / PROGRAM EN KODE	CURRICULUM CODE / KURRIKULUMKODE	MODE OF DELIVERY / METODE VAN AFLEWERING	NQF LEVEL / NKR VLAK	CURRICULUM ABBREVIATION / KURRIKULUM AFKORTING	CREDITS / KREDIETE
Master of Education Degree (MEd) / Meestersgraad in Opvoedkunde (MEd)	Computer Science Education / <i>Rekenaarwetenskaponderwys</i> 4CP N01	O801P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	CSIE 871	180
	Curriculum Studies / <i>Kurrikulumstudies</i> 4CC N01	O801P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	CRSE 871	180
	Educational Management and Leadership / <i>Onderwysbestuur en Leierskap</i> 4CB N01	O801P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	EDMA 871	180
	Educational Psychology / <i>Opvoedkundige Sielkunde</i> 4CH N01	O801P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	EPSY 871	180
	Education Law / <i>Onderwysreg</i> 4CG N01	O801P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	EDLW 871	180
	International and Comparative Education / <i>Internasionale en Vergelykende Opvoedkunde</i> 4CJ N01	O801P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	CMPE 871	180
	Mathematics Education / <i>Wiskunde-onderwys</i> 4CK N01	O801P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	MATE 871	180
	Philosophy of Education / <i>Filosofie van Opvoedkunde</i> 4CM N01	O801P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	PHIE 871	180
	Physical Education / <i>Liggaamlike Opvoeding</i> 4CN N01	O801P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	MOVE 871	180
	Physical Science Education / <i>Fisiese Wetenskaponderwys</i> 4CE N01	O801P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	PHSE 871	180
	Special Needs Education / <i>Onderwys vir Spesiale Behoeftes</i> 4CL N01	O801P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	9	SPNE 871	180
	Language Education / <i>Taalonderwys</i> 4CQ N01	O801P	Full-time / <i>Voltyds</i>	9	EDSL 871	180

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

	4CA R14		Part-time / <i>Deeltyds</i>			
	Language Education / <i>Taalonderwys</i> 4CA R15	O901P	Full-time / <i>Voltyds</i> Part-time / <i>Deeltyds</i>	10	EDSL 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:
https://www.nwu.ac.za/af/gov_man/policy/index.html.

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 Senate 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 (DHET) 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:
https://www.nwu.ac.za/af/gov_man/policy/index.html.

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 Senaat 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) and faculty rules are available on our webpage at:

http://www.nwu.ac.za/gov_man/policy/index.html

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) en Fakulteitsreëls is op die web beskikbaar by:

<https://education.nwu.ac.za/faculty-education/important-information>

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

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

https://www.nwu.ac.za/af/gov_man/policy/index.html.

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 https://www.nwu.ac.za/af/gov_man/policy/index.html.

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 ANNUAL REGISTRATION / JAARLIKSE REGISTRASIE

Important note regarding the annual registration for studies

A-Rule 1.9.1.1: Every student must register annually in their personal capacity, by means of an electronic registration process for the learning components that are prescribed for the specific study year, in accordance with the faculty rules applicable to the qualification, programme and module(s) concerned.

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

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

Faculty rule: A registered (contact or distance) student of the faculty must actively participate in the teaching, learning and assessment activities of every module for which such student is registered as indicated in the relevant MOD in order to be deemed to be an enrolled student of the faculty.

Students must comply with the prescribed curriculum in a specific year as set out in the faculty yearbook, otherwise they will not be able to meet the progression rules as set out in A-rule 1.16.

Two curriculum structures indicated in the relevant yearbooks are offered as options to distance students in the BEdHons to assist them in the completion of their studies.

Belangrike nota rakende die jaarlikse registrasie vir studies

A-Reël 1.9.1.1: Elke student moet jaarliks in hul persoonlike hoedanigheid registreer deur middel van 'n elektroniese registrasieproses vir die leerkomponente wat vir die spesifieke studiejaar voorgeskryf word, ooreenkomstig die fakulteitsreëls wat op die betrokke kwalifikasie, program en module(s) van toepassing is.

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.

Fakulteitsreël: 'n Geregistreeerde (kontak- of afstand) student van die fakulteit moet aktief deelneem aan die onderrig-, leer- en assesseringsaktiwiteite van elke module waarvoor sodanige student geregistreeer is soos aangedui in die betrokke MOD om as 'n ingeskrewe student van die fakulteit geag te word.

Studente moet voldoen aan die voorgeskrewe kurrikulum in 'n spesifieke jaar soos uiteengesit in die fakulteitsjaarboek, anders sal hulle nie aan die vorderingsreëls soos uiteengesit in A-reël 1.16 kan voldoen nie.

Twee kurrikulumstrukture wat in die betrokke jaarboeke aangedui word, word as opsies aangebied aan afstandstudente in die BEdHons om hulle te help met die voltooiing van hul studies.

EDU.1.2.3 AMENDMENT, CANCELLATION OR DISCONTINUATION REGARDING THE REGISTRATION OF STUDIES / WYSIGING, KANSELLASIE OF STAKING TEN OPSIGTE VAN REGISTRASIE VAN STUDIES

A-Rule 1.9.4.1: Subject to the applicable faculty rules and the applicable provisions regarding payable fees, a student may apply via the student portal 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 will be communicated annually to the students for the first semester and the second semester.

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.

The above rule is also applicable to Contact students.

A-Reël 1.9.4.1: Onderhewig aan die toepaslike fakulteitsreëls en die toepaslike bepalings rakende betaalbare gelde, kan 'n student via die studenteportaal en binne die tydperk wat vir daardie doel op die jaarlikse universiteitskalender aangedui word, aansoek doen om registrasie te wysig, kanselleer of staak.

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

Die laaste dag vir program-/moduleaanpassings en kansellasië sal jaarliks gedurende die eerste semester en gedurende die tweede semester aan die studente gekommunikeer word.

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.

Bogenoemde reël is ook van toepassing op Kontakstudente.

EDU.1.2.4 EXEMPTION FROM PRACTICAL WORK OR CLASS ATTENDANCE IN A MODULE / VRYSTELLING VAN PRAKTIESE WERK OF KLASBYWONING IN 'N MODULE

A-Rule 1.11.2: The granting of exemption in terms of Rule 1.11.1 and Rule 1.11.4 is subject to relevant faculty rules and is valid only for the year following the year when the student failed the module.

Faculty rule: Students must apply via the student portal for exemption from classes or a practical component for consideration and approval by the executive dean on recommendation of the programme leader in consultation with the academic director where the module resorts. Students should have complied with module requirements of at least 80% engagement to qualify for the exemption.

Higher Degrees (Structured MEd): Students must apply via the student portal for exemption from classes for consideration and approval by the executive dean on recommendation of the programme leader in consultation with the academic director where the module resorts. Students should have complied with the class attendance requirement of at least 80% to qualify for the exemption.

A-Reël 1.11.2: Die toekenning van vrystelling ingevolge Reël 1.11.1 en Reël 1.11.4 is onderhewig aan relevante fakulteitsreëls en is slegs geldig vir die jaar wat volg op die jaar waarin die student die module gedruip het.

Fakulteitsreël: *Studente moet via die studentepoortaal aansoek doen om vrystelling van klasse of 'n praktiese komponent vir oorweging en goedkeuring deur die uitvoerende dekaan op aanbeveling van die programleier in oorleg met die akademiese direkteur waar die module ressorteer. Studente moes aan modulevereistes van minstens 80% betrokkenheid voldoen het om vir die vrystelling te kwalifiseer.*

Hoër Grade (Gestruktureerde MEd): *Studente moet via die studentepoortaal aansoek doen om vrystelling van klasse vir oorweging en goedkeuring deur die uitvoerende dekaan op aanbeveling van die programleier in oorleg met die akademiese direkteur waar die module ressorteer. Studente moes aan die klasbywoningsvereiste van minstens 80% voldoen het om vir die vrystelling te kwalifiseer.*

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.1.2.5 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 via the student portal 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 1.8 (also refer to A-Rule 3.3 Additional Modules).

Faculty process: A student may apply via the student portal to be granted permission to register for additional modules. Permission may be granted by the programme leader and school director (by proxy of the executive dean).

Behoudens die toepaslike fakulteitsreëls mag 'n student wat vir 'n Baccalaureus Educationis Honneursgraad of 'n nagraadse diploma registreer, op versoek via die studentepoortaal, 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 1.8 (verwys ook na A-reël 3.3 Addisionele Modules).

Fakulteitsproses: 'n Student kan via die studentepoortaal aansoek doen om toestemming te kry om vir addisionele modules te registreer. Toestemming kan verleen word deur die programleier en skooldirekteur (deur gevolmagtigde van die uitvoerende dekaan).

EDU.1.2.6 ADMISSION TO EXAMINATIONS / TOELATING TOT EKSAMENS

A-Rule 1.12.2.1: Subject to Rule 1.12.2.3 a student is required to achieve a module participation mark of at least forty percent (40%) and meet applicable statutory requirements in order to be admitted to the examination in the module concerned.

A-Rule 1.12.2.2: Subject to Rule 1.12.2.3 an adequate module participation mark provides admission to no more than two consecutive examination opportunities scheduled within the period that the university determines annually for the conduct of all assessment activities in the academic year concerned.

A-Rule 1.12.2.3: Modules where no participation mark is required or where an alternative proof of participation must be provided for admission to the examination must be published in accordance with Rule 1.12.1.3.

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 explained in the relevant study guide.

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

A-Reël 1.12.2.1: Behoudens Reël 1.12.2.3-word van 'n student vereis om 'n moduledeelnepunt van minstens veertig persent (40%) te behaal en aan toepaslike statutêre vereistes te voldoen om tot die eksamen in die betrokke module toegelaat te word.

A-Reël 1.12.2.2: Behoudens Reël 1.12.2.3 gee 'n voldoende moduledeelnepunt toegang tot nie meer as twee opeenvolgende eksamengeleenthede wat geskeduleer is binne die tydperk wat die universiteit jaarliks bepaal vir die uitvoering van alle assesseringsaktiwiteite in die betrokke akademiese jaar.

A-Reël 1.12.2.3: Modules waar geen deelnamepunt vereis word nie of waar 'n alternatiewe deelnamebewys gelewer moet word vir toelating tot die eksamen, moet ooreenkomstig Reël 1.12.1.3 gepubliseer word.

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

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

’n Subminimum deelnamepunt is nodig vir alle modules om toelating tot die eksamen te verleen.

EDU.1.2.7 SUBMINIMUM FOR EXAMINATION / SUBMINIMUM VIR EKSAMEN

The sub-minimum for examinations in all coursework is 40% except where a higher sub-minimum is set in the applicable Faculty Rules, (A-Rule 1.12.3.1.1).

Faculty Rule: The faculty has no higher sub-minimum for coursework modules

Die subminimum vir eksamens in alle programmodules is 40%, behalwe as ’n hoër subminimum in die toepaslike Fakulteitsreëls bepaal word, (A-reël 1.12.3.1.1).

Fakulteitsreël: *Die fakulteit het geen hoër subminimum vir programmodules nie.*

EDU.1.2.8 TRADITIONAL EXAMINATION- AND CONTINUOUS ASSESSMENT OPPORTUNITIES / TRADISIONELE EKSAMEN- EN DEURLOPENDE ASSESSERINGSGELEENTHEDE

Number of assessment opportunities in the traditional assessment practice

A-Rule 3.5.2.1: The executive dean concerned may grant a student who failed modules of an honours degree or a postgraduate diploma programme a second examination opportunity, provided that a participation or module mark of at least forty percent (40%), whichever is applicable in accordance with either Rule 1.12.2.1 or Rule 1.12.2.3, was obtained in the relevant module.

A-Rule 3.5.2.2: The executive dean concerned may grant a student who, in the course of the maximum period allowed for the study, second examination opportunities for reasons different from that contemplated in Rule 3.5.2.1.

Number of assessment opportunities in the continuous assessment practice

A-Rule 3.5.3.1: A student must submit at least eighty percent (80%) of the prescribed continuous assessment tasks to obtain a module mark.

A-Rule 3.5.3.2: For each prescribed assessment task, the lecturer involved **may**, after providing feedback, allow a student a single opportunity to make a resubmission of the relevant task to demonstrate improved performance, in which case the marks obtained in the second submission are the final mark.

Education Research Theory and Practice (Not applicable to PGDip)

- No second or third examination opportunity is granted for the research module. The research project spans over a lengthy period under supervision and cannot be improved (in 2-

3 months), between the publication of the results and the dean's concession exam. If a student fails, the module must be repeated as a whole (theory and research report) and the student must register afresh for the module in the next academic year.

According to A-Rule 1.12.7.1 **Final additional examination or assessment** (third examination opportunity), for modules taken in the **traditional assessment practice**: 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 qualify for a final additional assessment opportunity in the outstanding module provided that –

1.12.7.1.1 the student was registered for the module in the previous semester in which it was offered during which all the other requirements for the attainment of the qualification were complied with;

1.12.7.1.1.2 the student has achieved a forty percent (40%) participation mark in the module for admission to the examination; and

1.12.7.1.1.3 the student sits for the final assessment for the applicable module in the following examination or assessment period scheduled in the university calendar.

1.12.7.1.2 The student must pay the required applicable fee for the final additional assessment opportunity but is not required to re-register for the qualification or programme concerned.

1.12.7.1.3 The maximum mark that can be obtained for a module examined or assessed in a concession examination or assessment, is fifty percent (50%).

1.12.7.1.4 The participation mark is not taken into account for the award of the module mark in a concession examination or assessment.

According to A-Rule 1.12.7.2 **Final additional examination or assessment** (third examination opportunity), for modules taken in the **continuous-assessment practice**: a student who, having completed all assessment tasks required for the completion of a qualification or programme provided for in the rules relating to the various qualification types and levels but one, and who has obtained at least 40% average for the tasks, may qualify for a final additional assessment opportunity, provided that the student completes the final additional assessment for the applicable module in time before the scheduled assessment opportunity referred to in Rule 1.12.7.1.1;

1.12.7.2.2. the maximum mark that can be obtained for a module examined or assessed in a concession examination or assessment, is fifty percent (50%);

1.12.7.2.3. the marks obtained in respect of the assessment tasks are not taken into account for the award of the module mark in a concession examination, and

1.12.7.4 a student whose only outstanding module for the completion of a qualification or programme is based on a statutory-body requirement may qualify for an additional assessment opportunity to demonstrate proficiency of such requirements. The assessment must be

completed under the same regulatory conditions as set in the initial assessment and must be completed by a date determined in the annual university calendar.

Aantal assesseringsgeleenthede in die tradisionele assesseringspraktyk

A-Reël 3.5.2.1: Die betrokke uitvoerende dekaan kan 'n student wat modules van 'n honneursgraad of 'n nagraadse diplomaprogram gedruip het, 'n tweede eksamenleentheid toestaan, met dien verstande dat 'n deelname- of modulepunt van minstens veertig persent (40%), watter ook al van toepassing is in ooreenstemming met óf Reël 1.12.2.1 óf Reël 1.12.2.3, is in die betrokke module verwerf.

A-Reël 3.5.2.2: Die betrokke uitvoerende dekaan kan 'n student wat in die loop van die maksimum tydperk wat vir die studie toegelaat word, tweede eksamenleentheid toestaan om redes anders as wat in Reël 3.5.2.1 beoog word.

Aantal assesseringsgeleenthede in die deurlopende assesseringspraktyk

A-Reël 3.5.3.1: 'n Student moet ten minste tagtig persent (80%) van die voorgeskrewe deurlopende assesseringstake indien om 'n modulepunt te behaal.

*A-Reël 3.5.3.2: Vir elke voorgeskrewe assesseringstaak **kan** die betrokke dosent, na terugvoering, 'n student 'n enkele geleentheid gun om 'n herindiening van die betrokke taak te maak om verbeterde prestasie te demonstreer, in welke geval die punte behaal in die tweede voorlegging is die finale punt..*

Onderwysnavorsingsteorie en -praktyk (nie van toepassing op PGDip nie)

Geen tweede of derde eksamenleentheid word vir die navorsingsmodule toegestaan nie. Die navorsingsprojek strek oor 'n lang tydperk onder toesig en kan nie verbeter word (binne 2-3 maande) tussen die publikasie van die uitslae en die Dekaaansvergunningseksamen nie. As 'n student druip, moet die module as geheel herhaal word (teorie en navorsingsverslag) en moet die student in die volgende akademiese jaar opnuut vir die module registreer.

*Volgens die A-Reël 1.12.7.1 **Finale addisionele eksamen of assessering** (derde eksamenleentheid), **vir modules geneem in die tradisionele assesseringspraktyk**: mag 'n student wat slegs een module benodig om 'n kwalifikasie te voltooi, kwalifiseer vir 'n finale assesseringsgeleentheid indien die student vir die module van een of albei eksamenleenthedeleentheid, soos voorsien in die reëls wat verband hou met die verskeie kwalifikasietipes en -vlakke, gebruik het. Op voorwaarde dat:*

A-Reël 1.12.7.1.1.1.1: die student is geregistreer vir die module in die vorige semester waarin dit aangebied is waartydens aan al die ander vereistes vir die verwerwing van die kwalifikasie voldoen is;

A-Reël 1.12.7.1.1.1.2: die student het 'n veertig persent (40%) deelnamepunt in die module vir toelating tot die eksamen behaal; en

A-Reël 1.12.7.1.1.3: die student sit vir die finale assessering vir die toepaslike module in die volgende eksamen- of assesseringstydperk wat in die universiteitskalender geskeduleer is.

A-Reël 1.12.7.1.2: Die student moet die vereiste toepaslike fooi vir die finale addisionele assesseringsgeleentheid betaal, maar word nie verplig om vir die betrokke kwalifikasie of program te herregistreer nie.

A-Reël 1.12.7.1.3: Die maksimum punt wat behaal kan word vir 'n module wat geëksamineer of geassesseer word in 'n konsessie-eksamen of assessering, is vyftig persent (50%).

A-Reël 1.12.7.1.4: Die deelnamepunt word nie in ag geneem vir die toekenning van die modulepunt in 'n konsessie-eksamen of assessering nie.

*Volgens A-Reël 1.12.7.2 **Finale addisionele assessering** (derde eksamengeleentheid), vir modules wat in die **deurlopende-assesseringpraktyk** geneem is: kan 'n student wat, nadat hy alle assesseringsvereistes, behalwe een, soos vereis word vir die voltooiing van 'n kwalifikasie of program in die reëls met betrekking tot die onderskeie kwalifikasietipes en -vlakke, voltooi het en minstens 40% gemiddeld vir die take behaal het, kwalifiseer vir 'n finale addisionele assesseringsgeleentheid, mits die student die finale addisionele assessering vir die toepaslike module betyds voltooi voor die geskeduleerde assesseringsgeleentheid soos verwys in Reël 1.12.7.1.1;*

A-Reël 1.12.7.2.2. die maksimum punt wat behaal kan word vir 'n module wat geëksamineer of geassesseer word in 'n konsessie-eksamen of assessering, is vyftig persent (50%);

A-Reël 1.12.7.2.3. die punte behaal ten opsigte van die assesseringstake word nie in ag geneem vir die toekenning van die modulepunt in 'n konsessie-eksamen nie, en

A-Reël 1.12.7.4 'n student wie se enigste uitstaande module vir die voltooiing van 'n kwalifikasie of program op 'n statutêre liggaamsvereiste gebaseer is, kan kwalifiseer vir 'n bykomende assesseringsgeleentheid om vaardigheid van sodanige vereistes te demonstreer. Die assessering moet voltooi word onder dieselfde regulatoriese voorwaardes as gestel in die aanvanklike assessering en moet voltooi word teen 'n datum wat in die jaarlikse universiteitskalender bepaal word.

EDU.1.2.9 PASS REQUIREMENTS / SLAAGVEREISTES

IMPORTANT NOTE: IN ACCORDANCE WITH A-RULES 1.12.1.1 – 1.12.1.3. THE METHOD OF CALCULATING THE FINAL MODULE MARK WILL BE PUBLISHED ON THE RELEVANT PLATFORMS WHEN THE TEACHING OF THE MODULE BEGINS. FOR MODULES PRESENTED IN THE TRADITIONAL ASSESSMENT PRACTICE, THE MODULE MARK FOR ALL COURSEWORK MODULES IS BASED ON A COMBINATION OF A MODULE PARTICIPATION MARK AND AN EXAMINATION MARK IN A PREDETERMINED RATIO. IN THE CASE OF CONTINUOUS-ASSESSMENT MODULES, THE MODULE MARK IS BASED

ON THE WEIGHTED AVERAGE OF THE ASSESSMENTS PRESCRIBED FOR THE MODULE, ACCORDING TO THE WEIGHTS ALLOTTED TO THE DIFFERENT ASSESSMENT TASKS.

Requirements for passing a module is stipulated under A-Rule 1.12.3.

A-Rule 1.12.3.1. Requirements for passing a module presented in the traditional assessment practice:

A-Rule 1.12.3.1.1. The sub-minimum for examinations in all coursework modules is forty percent (40%) except where a higher sub-minimum is set in the applicable faculty rules.

Faculty complies with A-rule 1.12.3.1.1 and no higher sub-minimum is set.

A-Rule 1.12.3.1.2. A student passes a coursework module if a final module mark of at least fifty percent (50%) and/or applicable statutory requirements are attained, taking into account the provisions regarding the examination sub-minimum and the ratio between the module participation and examination mark as published in accordance with Rule 1.12.1.3.

A-Rule 1.12.3.1.3. A final mark of at least fifty percent (50%) is required to pass a research module.

A-Rule 1.12.3.2. Requirements for passing a module presented in the continuous assessment practice:

A-Rule 1.12.3.2.1. In cases where a module is assessed on the basis of continuous assessment, the final module mark is based on the weight accorded to the assessment tasks as approved by the relevant faculty board.

A-Rule 1.12.3.2.2. A minimum of four assessment tasks per module must be performed, one of which may be a thematically clustered assessment task for which the combined assessment mark may not exceed twenty percent (20%) of the module mark.

A-Rule 1.12.3.2.3. The maximum weight of any assessment task may not exceed thirty percent (30%) of the total weighting of the module mark.

A-Rule 1.12.3.2.4. A student must obtain a weighted average of at least fifty percent (50%) and the requisite applicable statutory-body requirements to pass the module.

Where a student fails a module, the student must repeat the module in its entirety, A-Rule 1.12.4.1. Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

Taking into account rules 1.3.3, 1.13, 1.16 and 1.18.3, a bachelor honours degree or postgraduate diploma is obtained when final verification and audit confirmation is given that a student has successfully completed all the modules prescribed in the applicable curriculum maps for the programme of the qualification concerned.

BELANGRIKE NOTA: VOLGENS A-REËLS 1.12.1.1 – 1.12.1.3 SAL DIE METODE WAARVOLGENS DIE FINALE MODULEPUNT BEREKEN WORD OP DIE RELEVANTE

PLATFORMS GEPLAAS WORD WANNEER DIE ONDERRIG VAN DIE MODULE BEGIN. VIR MODULES WAT IN DIE TRADISIONELE ASSESSERINGPRAKTYK AANGEBIED WORD, IS DIE MODULEPUNT VIR ALLE MODULES GEBASEER OP 'N KOMBINASIE VAN 'N MODULE DEELNAMEPUNT EN 'N EKSAMENPUNT IN 'N VOORAFBEPAALE VERHOUDING. IN DIE GEVAL VAN DEURLOPENDE ASSESSERING MODULES, IS DIE MODULEPUNT GEBASEER OP DIE GEWEEGDE GEMIDDELDE VAN DIE ASSESSERINGS VIR DIE MODULE, SOOS VOORGESKRYF VOLGENS DIE GEWIGTE WAT AAN DIE VERSKILLENDE ASSESSERINGSTAKE TOEGEKEN IS.

Vereistes vir die slaag van 'n module word onder A-Reël 1.12.3 gestel.

A-Reël 1.12.3.1. Vereistes om 'n module te slaag wat in die tradisionele assesseringspraktyk aangebied word:

A-Reël 1.12.3.1.1. Die subminimum vir eksamens in alle gedoseerde modules is veertig persent (40%) behalwe waar 'n hoër subminimum in die toepaslike fakulteitsreëls gestel word.

Fakulteit voldoen aan A-reël 1.12.3.1.1 en geen hoër subminimum word gestel nie.

A-Reël 1.12.3.1.2. 'n Student slaag 'n gedoseerde module indien 'n finale modulepunt van minstens vyftig persent (50%) en/of toepaslike statutêre vereistes behaal word, met inagneming van die bepalings rakende die eksamensubminimum en die verhouding tussen die moduledeelname en eksamenpunt soos gepubliseer in ooreenstemming met Reël 1.12.1.3.

A-Reël 1.12.3.1.3. 'n Finale punt van minstens vyftig persent (50%) word vereis om 'n navorsingsmodule te slaag.

A-Reël 1.12.3.2. Vereistes om 'n module te slaag wat in die deurlopende assesseringspraktyk aangebied word:

A-Reël 1.12.3.2.1. In gevalle waar 'n module op grond van deurlopende assessering geassesseer word, word die finale modulepunt gebaseer op die gewig wat aan die assesseringstake toegeken word soos deur die betrokke fakulteitsraad goedgekeur.

A-Reël 1.12.3.2.2. 'n Minimum van vier assesseringstake per module moet uitgevoer word, waarvan een 'n tematies-gegroepeerde assesseringstaak kan wees waarvoor die gekombineerde assesseringspunt nie twintig persent (20%) van die modulepunt mag oorskry nie.

A-Reël 1.12.3.2.3. Die maksimum gewig van enige assesseringstaak mag nie dertig persent (30%) van die totale gewig van die modulepunt oorskry nie.

A-Reël 1.12.3.2.4. 'n Student moet 'n geweegde gemiddelde van minstens vyftig persent (50%) en die vereiste toepaslike statutêre liggaamsvereistes behaal om die module te slaag.

Indien 'n student 'n module druipt, moet die student die module in sy geheel herhaal, A-Reël 1.12.4.1. Klasse moet bygewoon word, geen vrystelling van klasbywoning sal toegestaan word in geval van roosterbotsings nie.

Met inagneming van reëls 1.3.3, 1.13, 1.16 en 1.18.3 word 'n Baccalaureus Honneursgraad of Nagraadse Diploma verwerf wanneer finale verifikasie en ouditbevestiging verleen word dat 'n student al die modules suksesvol voltooi het in 'n betrokke kwalifikasie, soos in die toepaslike kurrikulums voorgeskryf.

EDU.1.2.10 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 1.15.1):

A contact student must obtain the specified percentage (%) of the total credits that are required for the programme up to the historic year level for which the student is registered, against A-Rule 1.15.1.1;

A distance student must obtain the specified percentage (%) of the total credits that is required for the curriculum up to the historic year level for which the student is registered indicated in A-Rule 1.15.1.2.

A higher-degree student must make satisfactory progress on the research component of the qualification or programme concerned to be allowed to proceed with the study (with reference to A-Rule 1.15.3).

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 1.15.1):

Moet 'n kontakstudent die aangeduide persentasie (%) van die totale krediete behaal wat benodig word vir die program tot op die historiese jaarvlak waarvoor die student geregistreer is, tenoor A-Reël 1.15.1.1;

'n Afstandstudent moet die aangeduide persentasie (%) van die totale krediete behaal wat benodig word vir die kurrikulum tot op die historiese jaarvlak waarvoor die student geregistreer is soos volgens A-Reël 1.15.1.2).

'n Hoërgrade-student moet bevredigende vordering maak met die navorsingskomponent van die betrokke kwalifikasie of program om toegelaat te word om met die studie voort te gaan (met verwysing na A-Reël 1.15.3).

Year / Jaar	% of credits required to be accepted to the next year of study <i>% van die krediete wat vereis word om tot die volgende studiejaar toegelaat te word</i>	Credits to be passed to be accepted to the next year of study <i>Krediete wat geslaag moet word om aanvaar te word vir die volgende studiejaar</i>
Year 1 Jaar 1	30% of first year 80 credits <i>30% van eerste jaar 80 krediete</i>	24
Year 2 Jaar 2	65% of 124/128 credits <i>65% van 124/128 krediete</i>	82
Year 3 Jaar 3	80% of 124/128 credits <i>80% van 124/128 krediete</i>	101
Year 4 Jaar 4	100% of 124/128 credits <i>100% van 124/128 krediete</i>	124/128

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

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

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

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

BEdHons Distance (DL) / BEdHons Afstand (AL)

Year / Jaar	% of credits required to be accepted to the next year of study	Credits to be passed to be accepted to the next year of study
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	<i>% van die krediete wat vereis word om tot die volgende studiejaar toegelaat te word</i>	<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.1.2.11 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 1.12.4.1.

Indien 'n student 'n eksamen in 'n spesifieke module druip, moet hy/sy die module herhaal in ooreenstemming met A-Reëls 1.12.4.1.

EDU.1.2.12 ACCESS TO MARKED EXAMINATION WORK / TOEGANG TOT GEMERKTE EKSAMENWERK

The stipulations in A-Rules 1.12.8 and all the subparagraphs apply.

Die bepalinge in A-Reëls 1.12.8 en al die subparagrafe is van toepassing.

EDU.1.2.13 MONITORING OF ACADEMIC PERFORMANCE / KONTROLERING VAN AKADEMIESE PRESTASIE

In accordance with A-Rules 1.14.1 – 1.14.4, a student who achieves less than half the credits required for the programme concerned as prescribed in the relevant curriculum maps 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 1.14.1 – 1.14.4, 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 kurrikulums 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.1.2.14 EXTENSION OF PERIOD OF STUDY / VERLENGING VAN STUDIETYDPERK

Refer to A-Rule 1.16: The executive dean concerned may, on the recommendation of the academic director concerned, extend a student's study period following an application submitted via the student portal 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 1.16 verwys: Die betrokke uitvoerende dekaan mag op, die relevante akademiese direkteur se aanbeveling 'n student se studietydperk verleng, nadat 'n aansoek voor die einde van die student se laaste akademiese jaar ingedien is via die studenteportaal en daar nie verwag word dat die student 'n program binne die maksimum toegelate tydperk vir die studie sal kan voltooi nie.

EDU.1.2.15 TERMINATION OF STUDIES / TERMINERING VAN STUDIES

A student's studies may be terminated in accordance with the stipulations of A-Rule 1.17. In accordance with A-Rule 1.17.8, a student whose studies have been terminated may, 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 bepalinge van A-Reël 1.17. In ooreenstemming met A-Reël 1.17.8, mag 'n student wie se studie beëindig is, aansoek doen vir toelating tot 'n ander studieprogram, maar moet in die loop van die aansoek die beëindiging vermeld.

EDU.1.3 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.1.4 RECOGNITION OF PRIOR LEARNING AND CREDIT ACCUMULATION AND TRANSFER / ERKENNING VAN VORIGE LEER EN KREDIETAKKUMULASIE EN -OORDRAG

Refer to A-Rules 1.5.3 and 1.6 : 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 module exemption: A student may be exempted from completing a module of a programme on the basis of a documented process of recognition of prior learning. Such an exemption does not translate to credit transfer, but the student does not have to complete the module in question due to his/her proven knowledge, skill, or experience, gained through informal or non-formal learning, which equates to the level and content of the outcomes of one or more modules of a particular academic programme. The outcomes of existing programme modules must therefore be compared and found to be similar/equivalent to the candidate's proven knowledge/experience/skills.

Credit accumulation and transfer: 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 credit accumulation and transfer (CAT). The completed outcomes must also comply with the relevant SAQA level descriptors and credit value.

A SALA administrative officer is appointed in the office of each of the school directors across the three sites of delivery, and they oversee the RPL/CAT process for both contact and distance students in the respective programmes.

Processes for each of the types of RPL/CAT as well as forms and guidelines to compile a portfolio of evidence are available at the faculty's quality office, and will be included in the Quality manual of the faculty, after approval by faculty board.

Verwys na A-Reëls 1.5.3 en 1.6: 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 vrystelling van modules: 'n Student kan vrygestel word van die voltooiing van 'n module van 'n program op grond van 'n gedokumenteerde proses van erkenning van vorige leer. Sodanige vrystelling beteken nie kredietoordrag nie, maar dat die student nie die betrokke module hoef te voltooi nie, op grond van sy/haar bewese kennis, vaardigheid of ervaring, opgedoen deur middel van informele of nie-formele leer, wat gelykstaande is aan die vlak en inhoud van die uitkomst van een of meer modules van 'n bepaalde akademiese program. Die uitkomst van bestaande modules in betrokke program moet dus vergelyk word en moet gelyk wees aan die kandidaat se bewese kennis/ervaring/vaardighede.

Kredietakkumulاسie en -oordrag: die toekenning van krediete vir modules of kursusse as deel van leerprogramme/kwalifikasies. Die uitkomst van suksesvol voltooide modules moet vergelyk word en moet gelyk wees aan die uitkomst van die ooreenstemmende modules wat by die fakulteit aangebied word, soos versoek vir kredietakkumulاسie en -oordrag (KAO). Die voltooide uitkomst moet ook voldoen aan die toepaslike SAQA-vlakbeskrywers en kredietwaarde.

'N SALA-administratiewe beampte word aangestel in die kantoor van elk van die skooldirekteure op die drie afleweringstereine, en hulle bestuur die EVL/KAO-proses vir beide kontak- en afstandstudente in die onderskeie programme.

Prosesse vir elk van die tipes EVL/KAO sowel as vorms en riglyne vir die samestelling van 'n portefeulje van bewys is beskikbaar by die kwaliteitskantoor van die fakulteit en sal na

goedkeuring deur die fakulteitsraad in die kwaliteitshandleiding van die fakulteit opgeneem word.

EDU.2 MODE OF DELIVERY / MODUS VAN AFLEWERING

Definitions / Definisies	
<p>Contact mode of delivery / Kontakafleweringsmodus</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, practicals, 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 / Afstandafleweringmodus</p>	<p>Distance learning is a mode of provision focusing on enhanced access to education and training, limiting or eliminating barriers such as time, place and pace of learning.</p> <p>NWU promotes distance learning by allowing students to register for the modules of a certain academic programme in January, offering technology-mediated instruction and examination opportunities / assessment opportunities, and providing student support to enhance the student learning experience. Students who study at a distance are still subject to the specific admission requirements as determined by the Senate 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.</p>

	<p>(As adapted from the Appendix to the General Academic Rules (A-Rules) of the NWU: Glossary of Teaching- Learning related concepts, acronyms and designations).</p> <p><i>Afstandsl eer is 'n wyse van voorsiening wat fokus op verbeterde toegang tot onderwys en opleiding, wat hindernisse soos tyd, plek en tempo van leer beperk of uitskakel.</i></p> <p><i>Die NWU bevorder afstandsonderrig deur studente toe te laat om in Januarie vir die modules van 'n sekere akademiese program te registreer, die aanbieding van tegnologie-gemedieerde onderrig- en eksamen geleenthede / assesseringsgeleenthede, en studenteondersteuning te bied om die studente leerervaring te bevorder. Studente wat op afstand studeer, is steeds onderhewig aan die spesifieke toelatingsvereistes soos bepaal deur die Senaat se Toelatingsvereisteskomitee, vasgestelde datums vir die aanvang van akademiese programme, 'n minimum en maksimum duur vir die voltooiing van hul studies, en spesifieke geskeduleerde assesseringsgeleenthede.</i></p> <p><i>(Soos aangepas uit die Aanhangsel tot die Algemene Akademiese Reëls (A-Reëls) van die NWU: Wordelys van Onderrig-Leer-verwante konsepte, akronieme en benamings).</i></p>
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EDU.2.1 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 Saterdagde 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.2.2 DISTANCE LEARNING: COMPUTERS AND ONLINE ACCESS / AFSTANDSLEER: REKENAARS EN AANLYNTOEGANG

Prospective distance students must ensure that they have access to a computer with a fully functioning camera, microphone and with stable internet access. Own data is required.

Laptop / PC specifications suggested by the IT department:

<https://services.nwu.ac.za/information-technology/it-hardware-support-matrix>.

Voornemende afstandstudente moet verseker dat hulle toegang het tot 'n rekenaar met 'n volledig funksionele kamera, mikrofoon en stabiele internettoegang. Eie data word vereis.

Skootrekenaar-/rekenaarspesifikasies voorgestel deur die IT-afdeling:

<https://services.nwu.ac.za/information-technology/it-hardware-support-matrix>.

EDU.3 STUDENT SUPPORT SERVICES / STUDENTE ONDERSTEUNINGSDIENSTE

EDU.3.1 APPLICATION AND REGISTRATION SUPPORT FOR PROSPECTIVE STUDENTS (CONTACT AND DISTANCE) / AANSOEK- EN REGISTRASIEONDERSTEUNING VIR VOORNEMENDE STUDENTE (KONTAK EN AFSTAND)

CONTACT DETAILS / KONTAKBESONDERHEDE

For applications visit / Vir aansoeke besoek: <https://studies.nwu.ac.za/studies/apply>

NWU SIS Call Centre / Oproepsentrum: 0860 169 698

WhatsApp: +27 (0) 60 070 2606

SMS: 31750

Email / Epos: studies@nwu.ac.za

EDU.3.2 SUPPORT FOR REGISTERED STUDENTS (CONTACT AND DISTANCE) / ONDERSTEUNING VIR GEREGISTREERDE STUDENTE (KONTAK EN AFSTAND)

Registered students can access the Student portal and Student helpdesk to submit inquiries regarding academic registration matters. Please visit the Student portal to gain access to the Student helpdesk: <https://studies.nwu.ac.za/studies/registration>.

Geregistreerde studente kan toegang tot die studenteportaal en studentehulptonbank verkry om navrae rakende akademiese registrasie-aangeleenthede in te dien. Besoek asseblief die studenteportaal om toegang tot die studentehulptonbank te verkry:

<https://studies.nwu.ac.za/studies/registration>.

EDU.3.3 STUDENT ACADEMIC DEVELOPMENT SUPPORT: THE CENTRE FOR TEACHING AND LEARNING / ONDERSTEUNING VIR STUDENTE AKADEMIESE ONTWIKKELING: DIE SENTRUM VIR ONDERRIG EN LEER

The Centre for Teaching and Learning supports both distance and contact students through a range of dedicated services and initiatives. The Student Academic Development and Support (SADS) unit provides academic advising, self-paced academic skills workshops, e-peer learning support, and transitional support for first-year students via the First Year Navigator on the LMS.

Die Sentrum vir Onderrig en Leer ondersteun beide afstand- en kontakstudente deur 'n reeks toegewyde dienste en inisiatiewe. Die Studente Akademiese Ontwikkeling en Ondersteuning (SAOO)-eenheid bied akademiese advies, werkswinkels vir akademiese vaardighede op eie tempo, e-eweknie leerondersteuning en oorgangsondersteuning vir eerstejaarstudente via die Eerstejaarnavigator op die LMS.

EDU.3.4 LEARNING MANAGEMENT SYSTEM SUPPORT: THE CENTRE FOR TEACHING AND LEARNING / ONDERSTEUNING VIR LEEBESTUURSTELSEL: DIE SENTRUM VIR ONDERRIG EN LEER

The TL Technologies Support Hub ensures that students receive the necessary technical guidance and support to effectively engage with the Learning Management System and other related teaching and learning technologies. Please visit the website for more information: <https://services.nwu.ac.za/ctl/student-efundi-support>.

Die OL Tegnologie-ondersteuningsentrum verseker dat studente die nodige tegniese leiding en ondersteuning ontvang om effektief met die Leerbestuurstelsel en ander verwante onderrig- en leertegnologieë te werk. Besoek asseblief die webwerf vir meer inligting: <https://services.nwu.ac.za/ctl/student-efundi-support>.

EDU.4 WARNING AGAINST ACADEMIC MISCONDUCT AND PLAGIARISM / WAARSKUWING TEEN AKADEMIESE WANGEDRAG EN PLAGIAAT

Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details, see the **NWU Policy on Academic Integrity** which can be found at the following link under **Library and Information Services**: <https://www.nwu.ac.za/governance-and-management/academic-policies>.

Students should take note of the following excerpts from NWU policies related to **ACADEMIC MISCONDUCT**:

Academic misconduct	
This represents conduct constituting an act of fraud - including the following instances of deception by a student:	
1.1	Obtaining information, including copying, for the purpose of improving marks, by using notes, electronic devices or other forms of assistance during examination sessions where these have been prohibited by examination procedures.
1.2	Assisting fellow-students in assessments (both formative and summative) or receiving assistance from fellow students regarding take-away assessments when any collaboration has been prohibited by the relevant assessment procedures.
1.3	Sitting on behalf of another student for an assessment session or requesting a fellow-student to take an assessment on behalf of oneself.
1.4	Taking unauthorised materials into an assessment room.
1.5	The illegal taking of assessment materials or disruptive behaviour during an assessment period.
1.6	The unauthorised submitting of the same academic content for different modules or academic programmes.
1.7	Publishing, uploading or making available any material in which the NWU holds copyright without appropriate authorisation.
1.8	The fabrication of false research data and/or results.
1.9	Falsification by changing, omitting or manipulating research data and/or results.

The NWU Policy on Academic Integrity provides the following definition for PLAGIARISM:

The use without appropriate acknowledgement of another's ideas, hardcopy or electronic texts, images, computer programmes, sounds, designs, performance or any form of creative work as one's own work, including activities such as appropriating the knowledge, insights, wording or formulation of anybody else's work.

NB: Plagiarism is regarded as serious academic misconduct that may lead to disciplinary action.

Policy on NWU Student Discipline

Section 3.1.2: Misconduct may be considered by the NWU Disciplinary Hearing Committee in instances where the academic conduct of the student is dishonest, as described in the Policy on Academic Integrity;

Section 4.3: It is the policy of the university to have clear and consistent rules, processes and procedures to ensure the university's commitment to academic integrity. All allegations of plagiarism need to be investigated in accordance with the prescribed investigation procedure as approved by Senate.

Withdrawal of a qualification

The NWU Council may, in accordance with the NWU Academic Rules (Section 1.21), withdraw a qualification if the recipient of the qualification is found guilty of a charge of serious academic misconduct.

Opdragte is individuele take en nie groepaktiwiteite nie (tensy uitdruklik aangedui as groepaktiwiteite).

*Raadpleeg die **NWU-beleid** rakende **Akademiese Integriteit** deur middel van die aangeduide skakel onder **Biblioteek- en inligtingsdieste**: <https://www.nwu.ac.za/governance-and-management/academic-policies>*

Studente moet let op die volgende uittreksels uit die NWU-beleid rakende

AKADEMIESE WANGEDRAG:

Akademiese wangedrag	
<i>Dit verteenwoordig gedrag wat bestaan uit 'n daad van bedrog - insluitend die volgende gevalle van misleiding deur 'n student:</i>	
1.1	<i>Die verkryging van inligting, insluitend kopiëring met die doel om punte te verbeter, deur gebruik te maak van aantekeninge, elektroniese toestelle of ander vorms van hulp tydens eksamensessies waar dit deur eksamineringsprosedures verbied is.</i>
1.2	<i>Medestudente help met die assessering (formatief en summatief) of hulp van medestudente ontvang met betrekking tot wegneem assessering waar samewerking deur die betrokke assesseringsprosedures verbied is.</i>
1.3	<i>Die skryf van enige assessering namens 'n ander student of 'n versoek aan 'n medestudent om 'n assessering namens jousef af te lê.</i>
1.4	<i>Die inbring van ongemagtigde materiaal in 'n assesseringslokaal.</i>
1.5	<i>Die wederregtelike neem van assesseringsmateriaal of ontwrigtende gedrag tydens 'n assesseringssessie.</i>

1.6	<i>Die ongemagtige indiening van dieselfde akademiese inhoud vir verskillende modules of akademiese programme.</i>
1.7	<i>Die publikasie, oplaai of beskikbaarstelling van materiaal waarvan die NWU outeursreg het, sonder die vereiste magtiging.</i>
1.8	<i>Die fabrisering van fiktiewe navorsingsdata en/of resultate.</i>
1.9	<i>Die daarstel van vals navorsingsdata en/of -resultate deur middel van wysigings, weglatings of manipulasie.</i>

Die NWU-beleid oor akademiese integriteit bied die volgende definisie vir PLAGIAAT:

Die gebruik sonder die nodige erkenning van 'n ander persoon se idees, harde kopie of elektroniese tekste, beelde, rekenaarprogramme, klanke, ontwerpe, uitvoering, of enige vorm van kreatiewe werk as 'n persoon se eie werk, insluitend aktiwiteite soos die kennis, insigte, bewoording of formulering van iemand anders se werk.

NB: *Plagiaat word beskou as 'n ernstige akademiese oortreding wat tot dissiplinêre optrede kan lei.*

Beleid oor die NWU-studentedissipline

Afdeling 3.1.2: Wangedrag kan deur die NWU se tugverhoorkomitee oorweeg word in gevalle waar die akademiese gedrag van 'n student op oneerlikheid neerkom, soos in die beleid oor akademiese integriteit beskryf word;

Afdeling 4.3: Dit is die beleid van die universiteit om duidelike en konsekwente reëls, prosesse en prosedures daar te stel om die universiteit se verbintenis tot akademiese integriteit te verseker. Alle bewerings van plagiaat moet ondersoek word volgens die voorgeskrewe ondersoekprosedures soos deur die Senaat goedgekeur is.

Onttrekking van 'n kwalifikasie

Die NWU-Raad kan, ingevolge die NWU Akademiese Reëls (Afdeling 1.21), 'n kwalifikasie terugtrek indien die ontvanger van die kwalifikasie skuldig bevind word aan 'n klag van ernstige akademiese wangedrag.

EDU.5 RULES FOR THE POSTGRADUATE DIPLOMA IN EDUCATION (PGDip) / REËLS VIR DIE NAGRAADSE DIPLOMA IN ONDERWYS (PGDip)

EDU.5.1 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 PGDip:

Toelating tot hierdie kwalifikasie geskied volgens die A-Reël 1.5 van die universiteit. In die besonder geld die volgende toelatingsvereistes vir die PGDip:

NQF LEVEL 8 (Distance)

To qualify for admission to a Postgraduate Diploma, a prospective student needs to be in possession of an approved and recognised four-year Bachelor of Education degree (NQF Level 7) or a three-year general Bachelor's Degree and a Postgraduate Certificate in Education (or a former equivalent), or (a) four-year professional teaching qualification(s) as well as a 120 credit Level 7 Advanced Diploma in a cognate specialisation 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 yearbook. A further admission requirement for a Postgraduate Diploma qualification must be a minimum pass mark of 60% average (in the BEd qualification) in the final year, or a minimum pass mark of 60% on average (in the Advanced Diploma in Education or PGCE).

NKR vlak 8 (Afstand)

Om te kwalifiseer vir toelating tot 'n nagraadse diploma, moet 'n voornemende student in besit wees van 'n goedgekeurde en erkende vierjarige Baccalaureus Educationis-graad (NKR-vlak 7) of 'n driejarige algemene Baccalaureusgraad en 'n Nagraadse Onderwysertifikaat (of 'n voormalige ekwivalent), of 'n vierjarige professionele onderwyskwalifikasie (s), sowel as 'n 120 kredietvlak 7-gevorderde diploma in 'n erkende spesialisasie of die ekwivalent hiervan soos goedgekeur deur die Senaat en uiteengesit in die Toelatingsbeleid van die NWU. Daarbenewens moet 'n voornemende student aan alle ander vereistes voldoen soos voorgeskryf in die reëls van die fakulteit wat die kwalifikasie aanbied, en soos vervat in die fakulteitsjaarboek. 'n Verdere toelatingsvereiste vir 'n nagraadse diploma-kwalifikasie is 'n minimum slaagsyfer van 60% (in die BEd-kwalifikasie) in die finale jaar, of 'n minimum slaagpunt van 60% (in die Gevorderde Diploma in Onderwys of NGOS).

EDU.5.2 DURATION OF STUDY / DUUR VAN STUDIE

Distance students: The minimum duration of study for this diploma is two years. The maximum duration is four years (A-Rule 1.14.2).

Afstandstudente: Die minimum duur van die studie vir hierdie graad is twee jaar. Die maksimum duur is vier jaar (A-Reël 1.14.2).

EDU.5.3 LANGUAGE OF INSTRUCTION IN THE PGDIP / TAAL VAN ONDERRIG IN DIE PGDIP

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

http://www.nwu.ac.za/gov_man/policy/index.html.

The PGDip distance programmes are offered in English only. 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:

https://www.nwu.ac.za/Governance_Management_Policies.

Die PGDip-afstandsprogramme word slegs in Engels aangebied. Studiebriewe slegs in Engels, terwyl eksamenvraestelle in Engels en Afrikaans opgestel word. Opdragte en eksamens kan in Engels of Afrikaans voltooi word.

EDU.5.4 ARTICULATION POSSIBILITIES AND EXIT LEVEL MARKS / ARTIKULASIE MOONTLIKHEDE EN UITTREPUNTE

As stated in the REVISED POLICY ON THE MINIMUM REQUIREMENTS FOR TEACHER EDUCATION QUALIFICATIONS:

“Completion of a Postgraduate Diploma may be recognised as meeting the minimum entry requirements for a cognate 180 credit Level 9 Master of Education/Professional Master's degree. Holders of Postgraduate Diplomas may be required to undertake additional modules, as and when necessary, to meet the HEQSF research requirements of at least 30 credits, in order to obtain admission to a Master of Education degree. A sustained research project is not required, but the qualification may include conducting and reporting on research under supervision”.

The current offering of the PGDip only includes a theoretical research module of 16 credits and not a research project. Therefore, students that obtained the PGDip will have to apply for and successfully complete an additional 30 credit research module (Research project under supervision), before they can apply for the MEd degree at NQF Level 9. Before students can apply for the additional 30 credit research module, for non-degree purposes, such a student should have obtained an average of 70% for the PGDip. The successful completion of the PGDip and additional 30 credit research module, allows the student to apply for the MEd degree at NQF level 9.

Soos vermeld in die HERSIENE BELEID OOR DIE MINIMUMVEREISTES VIR ONDERWYSER OPLEIDINGKwalifikasies:

“Die voltooiing van 'n nagraadse diploma kan erken word dat dit aan die minimum toelatingsvereistes vir 'n erkende 180 kredietvlak 9 Magister in Opvoedkunde / Professioneel Meesters graad voldoen. Houers van nagraadse diplomas kan gevra word om bykomende modules, van ten minste 30 krediete, indien nodig, te neem om aan die HEQSF-

navorsingsvereistes te voldoen, ten einde toelating tot die magistergraad toegelaat te word. 'n Volgehoue navorsingsprojek is nie nodig nie, maar die kwalifikasie kan die uitvoering en verslagdoening van navorsing onder supervisie insluit.”

Die huidige aanbieding van die PGDip bevat slegs 'n teoretiese navorsingsmodule van 16 krediete en nie 'n navorsingsprojek nie. Daarom moet studente wat die PGDip verwerf het, aansoek doen en 'n aanvullende 30 krediet navorsingsmodule (navorsingsprojek onder toesig) suksesvol voltooi voordat hulle vir die MEd-graad op NKR-vlak 9 kan aansoek doen. Voordat studente vir die addisionele 30 krediet navorsingsmodule kan aansoek doen, vir nie-graadstudies, moes so 'n student 'n gemiddeld van 70% vir die PGDip behaal het. Die suksesvolle voltooiing van die PGDip en addisionele 30 kredietnavorsingsmodule stel die student in staat om aansoek te doen vir die MEd-graad op NKR-vlak 9.

EDU.5.5 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			
PGER 511	Education Research Theory / <i>Opvoedkundige Navorsingsteorie</i>		16
CORE MODULES / KERNMODULES			
PGML 571	Lead and develop people in education / <i>Lei en ontwikkel mense in die onderwys</i>		24
PGML 512	Education law and leadership in practice / <i>Onderwysreg en leierskap in praktyk</i>		12
PGML 513	Education financial management and governance / <i>Onderwys finansiële bestuur en beheer</i>		12
PGML 514	Education law, leadership and fundamental rights / <i>Onderwysreg, leierskap en fundamentele regte</i>		12
PGML 521	Leading organisational change in Education / <i>Lei van organisatoriese verandering in onderwys</i>		12
PGML 522	Education leadership in international context / <i>Onderwysleierskap in internasionale konteks</i>		12
PGML 523	Leading teaching and learning / <i>Leiding van onderrig en leer</i>		12
PGML 524	Education leadership: Education system and societal contexts / <i>Onderwysleierskap: Onderwysstelsel- en samelewingskontekste</i>		12
PGSN 511	School guidance and lay counselling / <i>Skoolvoorigting en lekeberading</i>		20
PGSN 512	Learners with special needs and barriers to learning / <i>Leerders met spesiale behoeftes en leerhindernisse</i>		20
PGSN 521	Health promoting schools / <i>Gesondheidsbevorderende skole</i>		20
PGSN 522	Learner Support in the diverse classroom / <i>Leerderondersteuning in die diverse klaskamer</i>		20
PGSN 571	Applied Learner Support / <i>Toegepaste leerderondersteuning</i>		32

EDU.5.6 COMPILATION OF CURRICULUM (NQF LEVEL 8) / SAMESTELLING VAN KURRIKULUM (NKR VLAK 8)

EDU.5.6.1 PROGRAMME: POSTGRADUATE DIPLOMA IN EDUCATION MANAGEMENT AND LEADERSHIP / PROGRAM: NAGRAADSE DIPLOMA IN ONDERWYSBESTUUR- EN LEIERSKAP

Code: / Kode: 4DF D01

Campus / Kampus: Potchefstroom

Mode of delivery / Metode van aflewering: Distance / Afstand

Programme specific admission requirements:

See EDU.1.2.1– Admission Requirements

Programspesifieke toelatingsvereistes;

Kyk EDU.1.2.1 – Toelatingsvereistes

Programme Structure / Programstruktuur:

DISTANCE / AFSTAND

Year 1 / Jaar 1		Year 2 / Jaar 2	
Year module / Jaarmodule		Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
PGML 571 (*1)	24		
Total year modules / Totaal jaarmodules	24	Total year modules / Totaal jaarmodules	0
First semester modules / Eerste semester modules		First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
PGML 512	12	PGML 513	12
		PGML 514	12
		PGER 511	16
Total 1st semester / Totaal 1ste semester	12	Total 1st semester / Totaal 1ste semester	40
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester modules / Tweede semester modules		Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
PGML 521	12	PGML 523	12
PGML 522	12	PGML 524	12
Total 2nd semester / Totaal 2de semester	24	Total 2nd semester / Totaal 2de semester	24
Total Year 1 / Totaal Jaar 1	60	Total Year 2 / Totaal Jaar 2	64
Total / Totaal:			124

(*1) 24-credit module presented across both semesters / (*1) 24-Krediet module wat aangebied word oor twee semesters

**EDU.5.6.2 PROGRAMME: POSTGRADUATE DIPLOMA IN SPECIAL NEEDS EDUCATION /
PROGRAM: NAGRAADSE DIPLOMA IN SPESIALE BEHOEFTE ONDERWYS**

Code: / Kode: 4DG D01

Campus / Kampus: Potchefstroom

Mode of delivery / Metode van aflewering: Distance / Afstand

Programme specific admission requirements:

Kyk EDU.1.2.1 – Toelatingsvereistes

Programme Structure / Programstruktuur:

DISTANCE / AFSTAND

Year 1 / Jaar 1		Year 2 / Jaar 2	
Year module / Jaarmodule		Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
		PGSN 571 (*1)	32
Total year modules / Totaal jaarmodules	0	Total year modules / Totaal jaarmodules	32
First semester modules / Eerste semester modules		First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
PGSN 511	20	PGER 511	16
PGSN 512	20		
Total 1st semester / Totaal 1ste semester	40	Total 1st semester / Totaal 1ste semester	16
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester modules / Tweede semester modules		Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
PGSN 522	20	PGSN 521	20
Total 2nd semester / Totaal 2de semester	20	Total 2nd semester / Totaal 2de semester	20
Total Year 1 / Totaal Jaar 1	60	Total Year 2 / Totaal Jaar 2	68
Total / Totaal:			128

(*1) 32-credit module presented across both semesters / (*1) 32-Krediet module wat aangebied word oor twee semesters

EDU.5.7 MODULE OUTCOMES / MODULE-UITKOMSTE

Module code / Modulekode: PGER 511	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Education Research Theory / <i>Opvoedkundige Navorsingsteorie</i>			
Module outcomes / Module uitkomstes: On successful completion of this module the student will demonstrate that they have acquired: <ul style="list-style-type: none"> • applied knowledge and critical understanding of a range of education research approaches that mark current trends in social science and educational landscape; • the ability to critically analyse, select, evaluate and apply research-based knowledge in a variety of education contexts; • the ability to select, apply and critically judge the implementation of methodological approaches in a variety of education contexts; • an advanced ability of competence to critical evaluate the dialectical relationship between education praxis and education research; • the ability to critically judge and contribute to systematic and disciplined research-based thinking about educational matters. <p><i>Na die suksesvolle voltooiing van hierdie module sal die student die volgende demonstreeer:</i></p> <ul style="list-style-type: none"> • <i>toegepaste kennis en kritiese begrip van 'n verskeidenheid benaderings vir opvoedkundige navorsing wat die huidige neigings in sosiale wetenskap en opvoedkundige landskap kenmerk;</i> • <i>die vermoë om navorsingsgebaseerde kennis krities te analiseer, selekteer, evalueer en toe te pas in 'n verskeidenheid onderwyskontekste;</i> • <i>die vermoë om die implementering van metodologiese benaderings in 'n verskeidenheid onderwyskontekste te selekteer, toe te pas en krities te beoordeel;</i> • <i>'n gevorderde vaardigheid om die dialektiese verband tussen onderwyspraktyk en onderwysnavorsing krities te evalueer;</i> • <i>die vermoë om krities te beoordeel en by te dra tot sistematiese en gedissiplineerde navorsingsgedagtes oor opvoedkundige aangeleenthede.</i> 			
Mode of delivery / Metode van aflewering: Distance / Afstand			

Module code / Modulekode: PGML 571	Semester 1	24 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Lead and develop people in education/ <i>Lei en ontwikkel mense in die onderwys</i>			
Module outcomes / Module uitkomstes: On successful completion of this module the student will demonstrate theoretical, praxis and experiential: <ul style="list-style-type: none"> • integrated knowledge and critical understanding of leadership and management theories in the education environment; • understanding of transformational leadership through self-reflection and collaborative conduct; • integrated knowledge of educational leadership and employment relations in education; 			

- ability to lead human resource management and development in the education environment;
- awareness of wellness, quality of work life and safety in education;
- ability to understand and apply effective performance management to the benefit of the individual and the organization; (Theme 6: Pedagogical leadership: Effective performance management)
- integrated knowledge of educational leadership and employment relations in education;
- aptitude to select and effectively apply appropriate mentoring and coaching skills at different levels in education

Na die suksesvolle voltooiing van hierdie module demonstreer die student teoretiese, praktiese en ervaringsvaardighede:

- *geïntegreerde kennis en kritiese begrip van leierskap- en bestuursteorieë in die onderwysomgewing;*
- *begrip van transformasionele leierskap deur selfrefleksie en samewerkende gedrag;*
- *geïntegreerde kennis van opvoedkundige leierskap en werksverhoudinge in die onderwys;*
- *die vermoë om menslikehulpbronbestuur en -ontwikkeling in die onderwysomgewing te lei;*
- *bewustheid van welstand, kwaliteit van die werklewe en veiligheid in die onderwys;*
- *die vermoë om effektiewe prestasiebestuur te verstaan en toe te pas tot voordeel van die individu en die organisasie;*
- *geïntegreerde kennis van opvoedkundige leierskap en werksverhoudinge in die onderwys;*
- *die geskiktheid om toepaslike mentor- en afrigtingsvaardighede op verskillende vlakke in die onderwys te selekteer en effektief toe te pas*

Mode of delivery / Metode van aflewering: Distance / Afstand

Module code / Modulekode: PGML	Semester 1	12 Cr / Kr	NQF level / NKR Vlak: 8
512			

Title / Titel: Education law and leadership in practice / *Onderwysreg en leierskap in praktyk*

Module outcomes / Module uitkomstes:

- On successful completion of this module the student will demonstrate theoretical, praxis and experiential:
- integrated knowledge and understanding of the interrelatedness between the legal system and education;
 - integrated knowledge and understanding of human agency vs. environmental determinism-leadership theory;
 - ability to identify, analyse and critically reflect on the role of the education leader in a transformative constitutional democracy;
 - ability to critically judge the effectiveness of the implementation of relevant legislative changes in education with a view to develop improved policy;
 - advanced ability of the education leader to implement the principles of Administrative Justice with a view to develop education/school policy.
 - advanced ability of the education leader to apply principled and accountable leadership.
 - Ability to solve complex and unfamiliar problems through the creation of new knowledge and understanding within the field of education law and leadership in practice.

- Ability to be self-directed and lifelong learners, who are able to work independently, utilise education law resources effectively, and exercise initiative independent leadership.

Na die suksesvolle voltooiing van hierdie module demonstreer die student teoretiese, praktiese en ervaringsvaardighede in:

- *geïntegreerde kennis en begrip van die onderlinge verband tussen die regstelsel en onderwys;*
- *geïntegreerde kennis en begrip van menslike agentskap versus omgewingsdeterminisme-leierskapteorie;*
- *die vermoë om die rol van die onderwysleier in 'n transformerende konstitusionele demokrasie te identifiseer, te ontleed en krities daaroor na te dink;*
- *die vermoë om die effektiwiteit van die implementering van toepaslike wetgewende wysigings in die onderwys krities te beoordeel met die oog op verbeterde beleid;*
- *'n gevorderde vermoë van die onderwysleier om die beginsels van administratiewe geregtigheid te implementeer met die oog op die ontwikkeling van onderwys / skoolbeleid.*
- *gevorderde vermoë van die onderwysleier om beginselvaste en verantwoordbare leierskap toe te pas.*
- *Die vermoë om ingewikkelde en onbekende probleme op te los deur die skepping van nuwe kennis en begrip binne die veld van onderwysreg en leierskap in die praktyk.*
- *Die vermoë om selfgerigte en lewenslange leerders te wees, wat in staat is om onafhanklik te werk, effektiewe onderwysregte te benut en inisiatief onafhanklike leierskap uit te oefen.*

Mode of delivery / Metode van aflewering: Distance / Afstand

Module code / Modulekode: PGML	Semester 1	12 Cr / Kr	NQF level / NKR Vlak: 8
513			

Title / Titel: Education financial management and governance/ *Onderwys finansiële bestuur en beheer*

Module outcomes / Module uitkomstes:

On successful completion of this module the student will demonstrate:

- applied knowledge and coherent understanding of and engagement in education financial management and governance and critical understanding and application of theories and legislation relevant to education financial management and governance
- critical understanding of the complex nature of knowledge transfer from the field of education with specific reference to financial management and governance to local and unfamiliar contexts.
- the ability to identify, analyse, critically reflect on and effectively address complex challenges related to education financial management and governance and apply practice-driven solutions with theory-driven arguments and legislation.
- demonstrate an ability to critically review information gathering, evaluation and management processes in the contexts of education financial management and governance in order to develop creative responses to educational problems and issues.

- demonstrate an ability to present and communicate academic and professional texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to the context of education.
- Critically reflect on the leadership role of financial leaders and governors in the educational context, to operate effectively within an educational context, and an understanding of the roles and relationships between elements within the educational context.
- the ability to uphold and critically reflect on the ethical and professional conduct of oneself and others within different cultural, social, professional, educational environments and contexts, and to effect change in conduct where necessary.
- 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 suksesvolle voltooiing van hierdie module sal die student:

- *toegepaste kennis en samehangende begrip van en betrokkenheid by finansiële bestuur en bestuur van onderwys en kritiese begrip en toepassing van teorieë en wetgewing wat relevant is vir finansiële bestuur en bestuur in die onderwys*
- *'n kritiese begrip van die ingewikkelde aard van kennisoordrag vanaf die onderwysveld met spesifieke verwysing na finansiële bestuur en bestuur na plaaslike en onbekende kontekste.*
- *die vermoë om ingewikkelde uitdagings met betrekking tot finansiële bestuur en bestuur van onderwys te identifiseer, te ontleed, krities na te dink en effektief aan te spreek en praktykgedrewe oplossings toe te pas met teoriegedrewe argumente en wetgewing.*
- *die vermoë te demonstreer om die insamelings-, evaluerings- en bestuursprosesse krities te beoordeel in die konteks van finansiële onderwys en bestuur vir onderwys ten einde kreatiewe reaksies op opvoedkundige probleme en kwessies te ontwikkel.*
- *die vermoë te demonstreer om akademiese en professionele tekste effektief aan 'n verskeidenheid gehore te bied en te kommunikeer, met kreatiewe insigte, streng interpretasies en oplossings vir probleme en aangeleenthede wat toepaslik is in die konteks van die onderwys.*
- *Besin krities oor die leiersrol van finansiële leiers en goewerneurs in die opvoedkundige konteks, om effektief binne 'n opvoedkundige konteks te funksioneer en om die rolle en verhoudings tussen elemente binne die opvoedkundige konteks te verstaan.*
- *die vermoë om die etiese en professionele gedrag van jouself en ander binne verskillende kulturele, sosiale, professionele, opvoedkundige omgewings en kontekste te handhaaf en krities daaroor te besin, en waar nodig gedragsverandering te bewerkstellig.*
- *die vermoë te demonstreer om volle verantwoordelikheid te neem vir eie werk, leer, besluitneming en gebruik van bronne, en volle aanspreeklikheid vir die besluite en optrede van ander, waar toepaslik.*

Mode of delivery / Metode van aflewering: Distance / Afstand

Module code / Modulekode: PGML	Semester 1	12 Cr / Kr	NQF level / NKR Viak: 8
514			

Title / Titel: Education law, leadership and fundamental rights / *Onderwysreg, leierskap en fundamentele regte*

Module outcomes / Module uitkomstes:

Upon completion of this module, the student should demonstrate:

- Integrated knowledge of and engagement in leadership and fundamental rights within the field of Education Law
- advanced ability to effectively implement and apply a legal and policy framework with a view to leading human rights education and application in diverse education contexts
- an ability to critically interrogate the current legislative and policy framework that influences management and leadership of the realisation of fundamental rights within the education system
- the ability to select, apply and critically judge the effectiveness of the implementation of legal procedures and rules to promote democratic leadership and the realisation of fundamental rights in education

Na voltooiing van hierdie module moet die student:

- *Geïntegreerde kennis van en betrokkenheid by leierskap en fundamentele regte binne die veld van Onderwysreg*
- *gevorderde vermoë om 'n wetlike en beleidsraamwerk effektief te implementeer en toe te pas met die oog op die leiding van menseregte-onderwys en -toepassing in uiteenlopende onderwyskontekste*
- *die vermoë om die huidige wetgewende en beleidsraamwerk wat die bestuur en leierskap van die verwesenliking van fundamentele regte binne die onderwysstelsel krities ondervra, krities te ondervra*
- *die vermoë om die doeltreffendheid van die implementering van wetlike prosedures en reëls te selekteer, toe te pas en krities te beoordeel om demokratiese leierskap te bevorder en die verwesenliking van fundamentele regte in die onderwys.*

Mode of delivery / Metode van aflewering: Distance / Afstand

Module code / Modulekode: PGML	Semester 2	12 Cr / Kr	NQF level / NKR Vlak: 8
521			

Title / Titel: Leading organisational change in Education / *Lei van organisatoriese verandering in die onderwys*

Module outcomes / Module uitkomstes:

On completion of this module, the student should be able to demonstrate theoretical, praxis and experiential:

- knowledge and understanding of organisational change theory in education;
- knowledge, understanding and application of organisational ecology in education as an interdisciplinary philosophy and pedagogical approach;
- understanding and applied knowledge of resistance to change;
- understanding and reflection on diversity in complex education environments;
- understanding and the ability to lead organisational change in education;
- knowledge to analyse change models, frameworks and the role of change agents in education;

- decision-making from an ethical and justice perspective on organisational change.

Na voltooiing van hierdie module, moet die student in staat wees om teoretiese, praktiese en ervaringsvaardighede te demonstreer:

- kennis en begrip van organisatoriese veranderingsteorie in die onderwys;
- kennis, begrip en toepassing van organisatoriese ekologie in die onderwys as 'n interdisciplinêre filosofie en pedagogiese benadering;
- begrip en toegepaste kennis van weerstand teen verandering;
- begrip en besinning oor diversiteit in komplekse onderwysomgewings;
- begrip en die vermoë om organisatoriese verandering in die onderwys te lei;
- kennis om veranderingsmodelle, raamwerke en die rol van veranderingsagente in die onderwys te ontleed;
- besluitneming vanuit 'n etiese en geregtigheidsperspektief oor organisatoriese verandering.

Mode of delivery / Metode van aflewering: Distance / Afstand

Module code / Modulekode: PGML	Semester 2	12 Cr / Kr	NQF level / NKR Vlak: 8
522			

Title / Titel: Education leadership in international context/ *Onderwysleierskap in internasionale konteks*

Module outcomes / Module uitkomstes:

On completion of this module, the student should be able to demonstrate theoretical, praxis and experiential:

- knowledge of and understanding how particular education institutions are, especially in a globalised world, not only part of larger education systems (such as the provincial and national education system), but also part of an international education project, and how national and smaller level education systems as well as individual educational institutions, are shaped by current world-wide societal trends;
- advanced knowledge of and engagement with concepts, theories, research methodologies and techniques pertaining to the study of the international education project, and to international trends and challenges in education;
- ability to interrogate multiple sources of knowledge on international education development, to evaluate the knowledge and processes of knowledge production critically;
- competence to apply the knowledge on international educational developments, to the planning and improvement of particular education systems and to particular educational institutions;
- ability to contribute to systematic and disciplined critical, analytical thinking about and problem solving of matters that are related to education systems.

Na voltooiing van hierdie module, moet die student in staat wees om teoretiese, praktiese en ervaringsvaardighede te demonstreer:

- kennis en begrip van hoe spesifieke onderwysinstellings is, veral in 'n geglobaliseerde woord, nie net deel van groter onderwysstelsels (soos die provinsiale en nasionale onderwysstelsel) nie, maar ook deel

van 'n internasionale onderwysprojek, en op nasionale en kleiner vlak onderwysstelsels sowel as individuele opvoedkundige instellings word gevorm deur die huidige wêreldtendens;

- gevorderde kennis van en betrokkenheid by konsepte, teorieë, navorsingsmetodologieë en tegnieke rakende die bestudering van die internasionale onderwysprojek, en internasionale neigings en uitdagings in die onderwys;
- die vermoë om verskeie bronne van kennis oor internasionale onderwysontwikkeling te ondervra, om die kennis en prosesse van kennisproduksie krities te evalueer;
- bevoegdheid om die kennis rakende internasionale onderwysontwikkelings, op die beplanning en verbetering van bepaalde onderwysstelsels en op spesifieke onderwysinstellings toe te pas;
- die vermoë om by te dra tot sistematiese en gedissiplineerde kritiese, analitiese denke oor en probleemoplossing van sake wat met onderwysstelsels verband hou.

Mode of delivery / Metode van aflewering: Distance / Afstand

Module code / Modulekode: PGML	Semester 2	12 Cr / Kr	NQF level / NKR Vlak: 8
523			

Title / Titel: Leading teaching and learning/ *Leiding van onderrig en leer*

Module outcomes / Module uitkomstes:

On successful completion of this module the student will demonstrate theoretical, praxis and experiential:

- Integrated knowledge and critical evaluation of teaching and learning management and leadership theories;
- Integrated knowledge and coherent understanding of the leadership and management of curriculum development and implementation;
- Coherent understanding and integrated knowledge of the roles and responsibilities of education management teams on administration processes and procedures in education;
- Coherent understanding of a value-based approach to leadership in teaching and learning;
- Integrated knowledge of the complex nature of responsibility and accountability of education leaders and managers of teaching and learning;
- An advanced ability to apply continuous sustainability of teaching and learning through reflective practice;
- Specialized knowledge and application of ICT integration as a force of change in educational organisations.

Na die suksesvolle voltooiing van hierdie module demonstreer die student teoretiese, praktiese en ervaringsvaardighede:

- *Geïntegreerde kennis en kritiese evaluering van onderrig- en leerbestuur- en leierskapsteorieë;*
- *Geïntegreerde kennis en samehangende begrip van die leierskap en bestuur van kurrikulumontwikkeling en -implementering;*
- *samehangende begrip en geïntegreerde kennis van die rolle en verantwoordelikhede van onderwysbestuurspanne oor administrasieprosesse en -prosedures in die onderwys;*
- *samehangende begrip van 'n waardegebaseerde benadering tot leierskap in onderrig en leer;*

- *Geïntegreerde kennis van die komplekse aard van verantwoordelikheid en aanspreeklikheid van onderwysleiers en bestuurders van onderrig en leer;*
- *'n Gevorderde vermoë om deurlopende volhoubaarheid van onderrig en leer deur reflektiewe praktyk toe te pas;*
- *Gespesialiseerde kennis en toepassing van IKT-integrasie as 'n krag van verandering in onderwysorganisasies. • die vermoë om by te dra tot sistematiese en gedissiplineerde kritiese, analitiese denke oor en probleemoplossing van sake wat met onderwysstelsels verband hou.*

Mode of delivery / Metode van aflewering: Distance / Afstand

Module code / Modulekode: PGML	Semester 2	12 Cr / Kr	NQF level / NKR Vlak: 8
524			

Title / Titel: Education leadership: Education system and societal contexts / *Onderwysleierskap: Onderwysstelsel- en samelewingskontekste*

Module outcomes / Module uitkomstes:

On completion of this module, the student should be able to demonstrate theoretical, praxis and experiential:

- integrated knowledge and understanding of the place and standing of education institutions in larger education systems (such as the provincial and national education system);
- advanced knowledge and understanding of the nature of educational institutions as small scale education systems and those local societal forces that shape these systems;
- integrated knowledge of and engagement with concepts, theories, research methodologies and techniques pertaining to the study of the education system;
- critical understanding of contemporary societal trends and the impact thereof on education systems, structures and functions;
- ability to interrogate multiple sources of knowledge on education systems with a view to analyse, compare and evaluate that as well as the processes whereby such knowledge was produced;
- competence to apply the methods and conceptual tools pertaining to the study of education systems, to the planning and improvement of particular education systems and to particular educational institutions;
- ability to contribute to systematic and disciplined critical, analytical thinking about and problem solving of matters that are related to education systems.

Na voltooiing van hierdie module, moet die student in staat wees om teoretiese, praktiese en ervaringsvaardighede te demonstreer:

- *geïntegreerde kennis en begrip van die plek en status van onderwysinstellings in groter onderwysstelsels (soos die provinsiale en nasionale onderwysstelsel);*
- *gevorderde kennis en begrip van die aard van onderwysinstellings as kleinskaalse onderwysstelsels en die plaaslike samelewingskragte wat hierdie stelsels vorm;*
- *geïntegreerde kennis en betrokkenheid by konsepte, teorieë, navorsingsmetodologieë en tegnieke rakende die bestudering van die onderwysstelsel;*

- *kritiese begrip van kontemporêre samelewingstendense en die impak daarvan op onderwysstelsels, strukture en funksies;*
- *die vermoë om verskeie bronne van kennis oor onderwysstelsels te ondervra met die oog op die ontleding, vergelyk en evaluering van die prosesse waardeur sodanige kennis geproduseer is;*
- *bevoegdheid om die metodes en konseptuele instrumente toe te pas wat verband hou met die bestudering van onderwysstelsels, die beplanning en verbetering van bepaalde onderwysstelsels en spesifieke onderwysinstellings;*
- *die vermoë om by te dra tot sistematiese en gedissiplineerde kritiese, analitiese denke oor en probleemoplossing van sake wat met onderwysstelsels verband hou.*

Mode of delivery / Metode van aflewering: Distance / Afstand

Module code / Modulekode: PGSN	Semester 1	20 Cr / Kr	NQF level / NKR Vlak: 8
511			

Title / Titel: School guidance and lay counselling / *Skoolvoorigting en lekeberading*

Module outcomes / Module uitkomstes:

Upon completion of this module, the student should demonstrate:

- Integrated knowledge of and critical engagement with the theoretical principles underlying the counselling process in education contexts.
- Exploring various methods to develop a critical understanding of the important relationship between personal wellbeing for effective counselling and facilitation to learners.
- Ability to select, evaluate and apply a range of different but appropriate facilitation strategies using scientific methods of enquiry to reflect on and then address complex or abstract problems in various educational contexts.
- The ability to communicate with various stakeholders in an ethical and professional manner while conducting counselling and facilitation processes within a range of diverse educational contexts.
- A capacity for self-reflection and self-discovery that supports continuing personal and professional development based on a clear understanding of personal strengths and weaknesses.

Na voltooiing van hierdie module moet die student:

- *Geïntegreerde kennis en kritiese betrokkenheid by die teoretiese beginsels onderliggend aan die beradingsproses in onderwyskontekste.*
- *Ondersoek verskillende metodes om 'n kritiese begrip te ontwikkel van die belangrike verband tussen persoonlike welstand vir effektiewe berading en fasilitering aan leerders.*
- *Die vermoë om 'n verskeidenheid verskillende, maar toepaslike fasiliteringstrategieë te kies, te evalueer en toe te pas deur wetenskaplike metodes van ondersoek te gebruik om ingewikkelde of abstrakte probleme in verskillende opvoedkundige kontekste te besin en daarna aan te spreek.*
- *Die vermoë om op etiese en professionele wyse met verskillende belanghebbendes te kommunikeer terwyl hulle beradings- en fasiliteringsprosesse binne 'n verskeidenheid uiteenlopende opvoedkundige kontekste uitvoer.*

- 'n Kapasiteit tot selfrefleksie en selfontdekking wat die voortsetting van persoonlike en professionele ontwikkeling ondersteun op grond van 'n duidelike begrip van persoonlike sterk- en swakpunte.

Mode of delivery / Metode van aflewering: Distance / Afstand

Module code / Modulekode: PGSN	Semester 1	20 Cr / Kr	NQF level / NKR Vlak: 8
512			

Title / Titel: Learners with special needs and barriers to learning / *Leerders met spesiale behoeftes en leerhindernisse*

Module outcomes / Module uitkomstes:

Upon completion of this module, the student should demonstrate:

- Applied knowledge of and engagement in special needs and barriers to learning in child development such as biological, psychological, social disabilities and giftedness and critical understanding and application of support in teaching, learning and the curriculum.
- Critically understanding of the complex nature of knowledge transfer from the area of special needs and barriers to learning from familiar to unfamiliar context when select, evaluate and plan support for biological, psychological social disabilities and giftedness.
- An ability to critically interrogate multiple sources of knowledge within the field of special needs and barriers to learning and critically evaluate and review knowledge and the manner in which the knowledge was produced.
- Ability to select, evaluate and apply a range of different but appropriate learning support strategies to reflect on and address complex problems and contribute to positive change in practice regarding biological, psychological social disabilities and giftedness.
- The ability to critically judge the values and ethical conduct of others within different cultural and social environments, and to effect change in conduct where necessary.
- Take responsibility for own learning by means of self-regulated learning skills and manage learning by means of applying decision making skills and use resources in an accountable manner to support learners with special needs and barriers to learning.

Na voltooiing van hierdie module moet die student:

- *Toegepaste kennis hê van en betrokkenheid by spesiale behoeftes en leerhindernisse in kinderontwikkeling soos biologiese, sielkundige, sosiale gestremdhede en begaafdheid en kritiese begrip en toepassing van ondersteuning in onderrig, leer en die kurrikulum.*
- *'n Kritiese begrip hê van die ingewikkelde aard van kennisoordrag vanaf die gebied van spesiale behoeftes en hindernisse tot leer van bekende tot onbekende konteks by die keuse, evaluering en beplanning van ondersteuning vir biologiese, sielkundige sosiale gestremdhede en begaafdheid.*
- *Die vermoë hê om veelvuldige bronne van kennis binne die veld van spesiale behoeftes en leerhindernisse krities te ondervra en kennis en die wyse waarop die kennis geproduseer word, krities te evalueer en te beoordeel.*

- *Die vermoë toon om verskillende, maar toepaslike leerondersteuningstrategieë te kies, te evalueer en toe te pas om ingewikkelde probleme te besin en aan te spreek en by te dra tot positiewe verandering in die praktyk rakende biologiese, sielkundige sosiale gestremdhede en begaafdheid.*
- *Die vermoë toon om die waardes en etiese gedrag van ander binne verskillende kulturele en sosiale omgewings krities te beoordeel en om gedragsverandering waar nodig te bewerkstellig.*
- *Verantwoordelikheid neem vir eie leer deur selfgereguleerde leervaardighede en bestuur leer deur besluitnemingsvaardighede toe te pas en hulpbronne op 'n verantwoordbare manier te gebruik om leerders met spesiale behoeftes en hindernisse tot leer te ondersteun.*

Mode of delivery / Metode van aflewering: Distance / Afstand

Module code / Modulekode: PGSN 521	Semester 2	20 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Health promoting schools / *Gesondheidsbevorderende skole*

Module outcomes / Module uitkomstes:

After successful completion of this module, the student should:

- Demonstrate a solid knowledge base of the terminology, approaches, concepts and principles concerning health and the health promotion process.
- Identify and demonstrate an understanding of the functions of the different role players in health promotion and healthy schools.
- Demonstrate insight and knowledge about the concept of health promoting school approaches to school health programs in local context.
- Understand and apply the general components of a health promotion school programme to address health promoting in schools within different local school contexts.
- Discuss the role and place of school health services, nutrition services, and health of staff members in health promotion.
- Identify the elements of organisational change and apply the organisational framework to demonstrate an understanding of the development of interventions, responses and workshops towards managing health schools.
- Act ethically responsible and value driven in all circumstances and forms of communication towards improving the health and well-being of schools in different phases.

Na die suksesvolle voltooiing van hierdie module moet die student:

- *'n grondige kennisbasis te demonstreer van die terminologie, benaderings, konsepte en beginsels rakende gesondheid en die proses van gesondheidsbevordering.*
- *Die funksies van die verskillende rolspelers in gesondheidsbevordering en gesonde skole te identifiseer en te demonstreer.*
- *Insig en kennis te demonstreer oor die konsep van gesondheidsbevorderende skoolbenaderings tot skoolgesondheidsprogramme in plaaslike konteks.*

- *Die algemene komponente van 'n gesondheidsbevorderende skoolprogram te verstaan en toe te pas om gesondheidsbevordering in skole binne verskillende plaaslike skoolkontekste aan te spreek.*
- *Bespreek die rol en plek van skoolgesondheidsdienste, voedingsdienste en gesondheid van personele in gesondheidsbevordering.*
- *Identifiseer die elemente van organisatoriese verandering en pas die organisatoriese raamwerk toe om begrip te toon vir die ontwikkeling van intervensies, antwoorde en werkswinkels om gesondheidskole te bestuur.*
- *Eties verantwoordelik en waardegedrewe op te tree in alle omstandighede en vorme van kommunikasie om die gesondheid en welstand van skole in verskillende fases te verbeter.*

Mode of delivery / Metode van aflewering: Distance / Afstand

Module code / Modulekode: PGSN 522	Semester 2	20 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Learner Support in the diverse classroom / *Leerderondersteuning in die diverse klaskamer*

Module outcomes / Module uitkomstes:

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

- Integrated knowledge of and engagement in diverse teaching methods for diverse learning needs such as learners who experience diverse intellectual, cognitive and contextual needs and learners who need assistive devices
- Critical understanding and application of different teaching methods for the appropriate support for learning in different school settings.
- Ability to select, evaluate and apply a range of different teaching and learning support strategies to address diverse learning needs in different school settings.
- Self-regulated learning skills and self-reflecting on teaching and learner support strategies.

Na die suksesvolle voltooiing van hierdie module, moet die student:

- *Geïntegreerde kennis van en betrokkenheid by verskillende onderrigmetodes vir diverse leerbehoefes, soos leerders wat diverse intellektuele, kognitiewe en kontekstuele behoeftes ervaar, en leerders wat hulpmiddele benodig.*
- *Kritiese begrip en toepassing van verskillende onderrigmetodes vir die toepaslike ondersteuning vir leer in verskillende skoolomgewings.*
- *Die vermoë om 'n reeks verskillende onderrig- en leerondersteuningstrategieë te kies, evalueer en toe te pas om in verskillende skoolbehoefes die verskillende leerbehoefes aan te spreek.*
- *Selfgereguleerde leervaardighede en reflekteer self oor onderrig- en leerderondersteuningstrategieë.*

Mode of delivery / Metode van aflewering: Distance / Afstand

Module code / Modulekode: PGSN 571	Semester1& 2	32 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Applied Learner Support / *Toegepaste leerderondersteuning*

Module outcomes / Module uitkomstes:

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

- Integrated knowledge of and engagement in the central areas of child development, including an understanding of and an ability to apply and critical evaluate the key terms, concepts, facts, principles, rules and theories of the detailed knowledge of the area of learner support. The student will also be equipped with knowledge relating to other fields in special needs education /learner support.
- Knowledge to critically evaluate multiple sources of information, to select information appropriate to the task, and to apply well-developed processes that was critically evaluated and reviewed on information regarding learner support.
- An ability to select, evaluate and apply a range of different but appropriate evaluation performances against the different stages in child development.
- Demonstrate the ability to select, evaluate and apply scientific methods to address complex and abstract problems within the practice of language disability and support.
- Accurately identify and address task-specific learning needs in a given context, and to support the learning needs of others

Na die suksesvolle voltooiing van hierdie module, moet die student:

- *Geïntegreerde kennis van en betrokkenheid in die sentrale gebiede van kinderonwikkeling, met inbegrip van 'n begrip van en die vermoë om die sleutel terme, konsepte, feite, beginsels, reëls en teorieë rakende die gedetailleerde kennis van die leerderondersteuning te kan toepas. Die student sal ook toegerus wees met kennis rakende ander vakgebiede in spesiale behoeftes / leerderondersteuning.*
- *Kennis om verskeie inligtingsbronne krities te evalueer, om inligting wat geskik is vir die taak te selekteer en om goed ontwikkelde prosesse toe te pas wat krities geëvalueer en hersien is met betrekking tot leerderondersteuning.*
- *Die vermoë om 'n verskeidenheid verskillende, maar toepaslike evalueringsoptredes te kies, te evalueer en toe te pas teen die verskillende stadiums van kinderonwikkeling.*
- *Demonstreer die vermoë om wetenskaplike metodes te kies, te evalueer en toe te pas om komplekse en abstrakte probleme aan te spreek in die beoefening van taalgestremdheid en ondersteuning.*
- *Identifiseer en aanspreek taakspesifieke leerbehoefte in 'n gegewe konteks en ondersteun die leerbehoefte van ander*

Mode of delivery / Metode van aflewering: Distance / Afstand

EDU.6 RULES FOR THE BACHELOR OF EDUCATION HONOURS DEGREE (BEdHons)/ REËLS VIR DIE HONNEURSGRAAD IN OPVOEDKUNDE (BEdHons)

EDU.6.1 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 A-Reël 1.5 van die universiteit. In die besonder geld die volgende toelatingsvereistes vir die BEdHons-graad:

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

To qualify for admission to the Honours qualification, a prospective student needs to be in possession of a four-year professional teaching degree OR an appropriate Bachelor's degree and a recognised professional teaching qualification OR a four-year professional teaching qualification(s) as well as an Advanced Diploma in a cognate sub-field of Education. The BEdHons admission requirements are in accordance with the Minimum Requirements for Teacher Education Qualifications (MRTEQ) as published by the Department of Higher Education and Training. In addition, a prospective student must comply with all other programme specific additional admission requirements as prescribed in the faculty rules offering the qualification, and as contained in the faculty yearbook.

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 Post Graduate Certificate in Education OR Advanced Diploma in Education).

Please note that even if a prospective student meets all the above-mentioned admission requirements faculty selection and acceptance to a BEdHons qualification will still be subject to capacity (A rule 1.5.2).

NKR vlak 8 (Voltyds kontak / Deeltyds kontak / Afstand)

Om vir toelating tot die honneursgraad te kwalifiseer, moet 'n voornemende student oor 'n vierjarige professionele onderwysgraad beskik, OF 'n toepaslike baccalaureusgraad en 'n

erkende professionele onderwyskwalifikasie OF 'n vierjarige professionele onderwyskwalifikasie (s) sowel as 'n Gevorderde Diploma in 'n erkende sub-velde van onderwys. Die BEdHons toelatings vereistes is in ooreenstemming met die Minimum Vereistes vir Onderwysersopleidingskwalifikasies (MRTEQ) soos gepubliseer deur die Departement van Hoër Onderwys. Bykomend moet 'n voornemende student ook voldoen aan alle ander programspesifieke addisionele toelatingsvereistes soos voorgeskryf in die fakulteitsreëls 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 Nagraadse Onderwys Sertifikaat OF Gevorderde Diploma in Onderwys) behaal word.

Neem kennis dat selfs indien 'n voornemende student aan al die bogenoemde vereistes voldoen, sal die fakulteitseleksie en aanvaarding tot 'n BEdHons-kwalifikasie steeds onderhewig wees aan kapasiteit A-reël 1.5.2).

EDU.6.2 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 1.14.2).

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 1.14.2).

EDU.6.3 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:

https://www.nwu.ac.za/Governance_Management_Policies

Mahikeng campus: Contact sessions are offered in English.

Potchefstroom campus: Contact sessions are mainly offered in English. Afrikaans will be accommodated where possible. 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.

Vanderbijlpark campus: Contact sessions are mainly offered in English. Afrikaans will be accommodated where possible. 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.

Potchefstroom distance programmes: are offered in English. 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:

https://www.nwu.ac.za/Governance_Management_Policies

Mahikengkampus: *Kontaksessies word in Engels aangebied.*

Potchefstroomkampus: *Kontaksessies word hoofsaaklik in Engels aangebied. Afrikaas sal, waar moontlik, geakkommodeer word. 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.*

Vanderbijlparkkampus: *Kontaksessies word hoofsaaklik in Engels aangebied. Afrikaas sal, waar moontlik, geakkommodeer word. 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.*

Potchefstroom 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.6.4 ARTICULATION POSSIBILITIES AND EXIT LEVEL MARKS /
ARTIKULASIEMOONTLIKHEDE 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.6.5 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>
CORE MODULES / KERNMODULES			
AFLG 671	Compulsory module of SKT / <i>Verpligte module van SKT</i> (BAHons.- elective module / <i>keusemodule</i>) see EDU.3.5.1		24
APLS 674	Applied Learning Support / <i>Toegepaste</i> <i>Leerondersteuning</i>		32
BSEL 611	Entrepreneurial Learning in Business Science Education / <i>Entrepreneuriese Leer in Besigheidswetenskap Onderwys</i>		12
BSFL 621	Financial Literacy in Business Science Education / <i>Finansiële Geletterdheid in Besigheidswetenskap</i> <i>Onderwys</i>		12
BSEE 621	Economics Education in Business Science Education / <i>Ekonomie Onderwys in Besigheidswetenskap Onderwys</i>		12
BSEB 621	Entrepreneurship and Business Studies in Business Science Education / <i>Entrepreneurskap en</i> <i>Besigheidswetenskap Onderwys</i>		12
BWOS 611	Exercise Science / <i>Oefenkunde</i>		16
BWOS 612	Motor learning and development / <i>Motoriese leer en -</i> <i>ontwikkeling</i>		16
BWOS 621	Talent identification and talent development / <i>Talentidentifisering 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 -</i> <i>bewegingsonderwysbestuur</i>		16
CASE 611	Curriculum and Assessment Studies in Language Education: Afrikaans / <i>Kurrikulum- en Assseringstudie in</i> <i>Taalonderrig: Afrikaans</i>		16
CASE 612	Curriculum and Assessment Studies in Language Education: English / <i>Kurrikulum- en Assseringstudie in</i> <i>Taalonderrig: Engels</i>		16
CASE 613	Curriculum and Assessment Studies in Language Education: Sesotho / <i>Kurrikulum- en Assseringstudie in</i> <i>Taalonderrig: Sesotho</i>		16

CASE 614	Curriculum and Assessment Studies in Language Education: Sepedi / <i>Kurrikulum- en Assseringstudie in Taalonderrig: Sepedi</i>		16
CASE 615	Curriculum and Assessment Studies in Language Education: Setswana / <i>Kurrikulum- en Assseringstudie in Taalonderrig: Setswana</i>		16
CASE 616	Curriculum and Assessment Studies in Language Education: isiXhosa / <i>Kurrikulum- en Assseringstudie in Taalonderrig: isiXhosa</i>		16
CASE 617	Curriculum and Assessment Studies in Language Education: isiZulu / <i>Kurrikulum- en Assseringstudie in Taalonderrig: isiZulu</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 Inligtingstegnologie-Onderwys</i>	Prerequisite for CSIE 624 & CSIE 627	16
CSIE 612	Foundations of Computer Applications Technology Education <i>Grondslae van Rekenaartoepassingstegnologie-Onderwys</i>	Prerequisite for CSIE 624 & CSIE 626	16
CSIE 624	Computer Science: knowledge for education / <i>Rekenaarwetenskap: kennis vir die onderwys</i>		16
CSIE 625¹	Information Technology: knowledge for education / <i>Inligtingstegnologie: kennis vir die onderwys</i>		16
CSIE 626	Computer Applications Technology: knowledge for education <i>Rekenaartoepassingstegnologie: kennis vir die onderwys</i>		16
CSIE 627	Information Technology: knowledge for education / <i>Inligtingstegnologie: kennis van 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		8

¹ Module phased out in 2024. / *Module het uitgefaseer in 2024.*

	<i>Inleiding tot Omgewingsopvoeding: onderrig en leer vir sosiale verandering</i>		
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
ERTP 671	Educational Research Theory and Practice / <i>Opvoedkundige Navorsingsteorie en -praktyk</i>		46
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-onderrig: Omgewingsonderwys</i>		16
GEOE 622	Information and Communication Technology (ICT) in Geography Education <i>Inligtings- en Kommunikasietegnologie (IKT) in Geografie-onderrig</i>		16
HISE 611	Historical writing and history teaching trends in South Africa: a historiographical reconnaissance		16

	<i>Geskiedskrywing en geskiedenis onderrig tendense in Suid-Afrika: 'n historiografiese verkenning</i>		
HISE 621	Teaching, Learning and Assessment in History Education <i>Onderrig, Leer en Assessering in Geskiedenis-onderrig</i>		16
HISE 622	South African Heritage and Indigenous Knowledge Systems in History Education <i>Suid-Afrikaanse Erfenis en Inheemse Kennisstelsels in Geskiedenis-onderrig</i>		8
IELS 671	Inclusive Education and Learning Support / <i>Inklusiewe-onderrig en Leerderondersteuning</i>		32
LERM 611	Language Education Research Methodology / <i>Taalonderrignavorsingsmetodologie</i>		16
LERP 671	Language Education Research Project / <i>Taalonderrignavorsingsprojek</i>		30
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
LINE 621	Linguistics for Language Educators: Afrikaans / <i>Linguistiek vir Taalonderwysers: Afrikaans</i>		16
LINE 622	Linguistics for Language Educators: English / <i>Linguistiek vir Taalonderwysers: Engels</i>		16
LINE 623	Linguistics for Language Educators: Sesotho / <i>Linguistiek vir Taalonderwysers: Sesotho</i>		16
LINE 624	Linguistics for Language Educators: Sepedi / <i>Linguistiek vir Taalonderwysers: Sepedi</i>		16
LINE 625	Linguistics for Language Educators: Setswana / <i>Linguistiek vir Taalonderwysers: Setswana</i>		16
LINE 626	Linguistics for Language Educators: isiXhosa / <i>Linguistiek vir Taalonderwysers: isiXhosa</i>		16
LINE 627	Linguistics for Language Educators: isiZulu / <i>Linguistiek vir Taalonderwysers: isiZulu</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
LTLL 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 621	Hydro Geography / <i>Hidro-Geografie</i>		16
OMBO 613	Introduction to GIS / <i>Inleiding tot GIS</i>		16
OMBO 684	GIS Applications / <i>GIS Toegepassings</i>		16
OMSB 611	Conservation Ecology / <i>Bewaringsekologie</i>		16
ONWR 611	Education Law: Theory and praxis / <i>Onderwysreg: Teorie en Praktyk</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 612²	Kurrikulumontwikkeling en assessering in Taalonderwys		16
TOAF 671³	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

² Module phased out in 2024. / *Module het uitgefaseer in 2024.*

³ Module phasing phased out in 2024. / *Module het uitgefaseer in 2024.*

TMAL 671	Theories of Learning and Methods of Language Teaching (Module on language teaching theories and practice): Afrikaans / <i>Leerteorieë en Metodes van Taalonderrig (Module oor taalonderrigteorieë en -praktyk): Afrikaans</i>		24
TMAL 672	Theories of Learning and Methods of Language Teaching (Module on language teaching theories and practice): English / <i>Leerteorieë en Metodes van Taalonderrig (Module oor taalonderrigteorieë en -praktyk): Engels</i>		24
TMAL 673	Theories of Learning and Methods of Language Teaching (Module on language teaching theories and practice): Sesotho / <i>Leerteorieë en Metodes van Taalonderrig (Module oor taalonderrigteorieë en -praktyk): Sesotho</i>		24
TMAL 674	Theories of Learning and Methods of Language Teaching (Module on language teaching theories and practice): Sepedi / <i>Leerteorieë en Metodes van Taalonderrig (Module oor taalonderrigteorieë en -praktyk): Sepedi</i>		24
TMAL 675	Theories of Learning and Methods of Language Teaching (Module on language teaching theories and practice): Setswana / <i>Leerteorieë en Metodes van Taalonderrig (Module oor taalonderrigteorieë en -praktyk): Setswana</i>		24
TMAL 676	Theories of Learning and Methods of Language Teaching (Module on language teaching theories and practice): isiXhosa / <i>Leerteorieë en Metodes van Taalonderrig (Module oor taalonderrigteorieë en -praktyk): isiXhosa</i>		24
TMAL 677	Theories of Learning and Methods of Language Teaching (Module on language teaching theories and practice): isiZulu / <i>Leerteorieë en Metodes van Taalonderrig (Module oor taalonderrigteorieë en -praktyk): isiZulu</i>		24
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

AFLG 673	Language and Society / <i>Taal en Samelewing</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24
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AFLG 674	Text Study and Text Linguistics / <i>Teksstudie en Tekslinguistiek</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24
AFLG 676	Afrikaans Corpus Linguistics / <i>Afrikaanse Corpuslinguistiek</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24
AFLI 671	Afrikaans Poetry: Poetry and Intertext / <i>Afrikaanse poësie: Poësie en interteks</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24
AFLI 672	Afrikaans Narrative Texts / <i>Afrikaanse verhalende tekste</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		
AFLI 673	From Text to Performance: a Study of Drama and Theatre Science / <i>Van dramateks tot opvoering: 'n studie van die drama- en teaterwetenskap</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24
AFLW 672	Narratology: Novel and Film / <i>Narratologie: Roman en film</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24
CALL 671	*South African and African Comparative Literature / <i>Afrika- en Suid-Afrikaanse vergelykende Letterkunde</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24
CALL 672	*Contemporary African literary trends / <i>Tendense in kontemporêre Afrika-letterkunde</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24
CALL 673	*Overview of Developments in African Literatures / <i>Oorsig van Verwikkelinge in Afrikaliterature</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24
CALL 674	*Comparative African Linguistics / <i>Vergelykende Taalwetenskap van Afrikatale</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24

ELEA 611	E-learning / <i>E-leer</i>		8
ENLG 674	**Linguistic Analysis and Corpus Linguistics / <i>Taalwetenskaplike Analise en Korpuslinguistiek</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24
ENLG 675	English Sociolinguistics / <i>Engelse Sosiolinguistiek</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24
ENLL 680	Twentieth-century Fiction / <i>Twintigste-eeuse Fiksie</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24
ENLL 673	SA Postcolonial Literature / <i>SA Postkoloniale Letterkunde</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24
ENLL 679	Poetics and Literary Theory / <i>Poësie en Letterkundeteorie</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24
ENLL 688	Topics in English Literature / <i>Onderwerpe in Engelse Letterkunde</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24
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 geskiiedenis 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

LTED 671	English Literature Teaching for Education / <i>Engelse Letterkunde- onderrig vir die Onderwys</i>		24
LTRA 671	Reading Assessment / <i>Leesassessering</i>		24
ONWB 624	Human resources management and development in education <i>Menslike hulpbronbestuur 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
TALL 671	Technology Assisted Language Learning / <i>Tegnologie- ondersteunde Taalonderrig</i>		24
TOAF 672⁴	Sin, Teks en Konteks in die Taalonderrigpraktyk		24
TOAF 672	Sentence, Text and Context in Afrikaans Language Teaching / <i>Sin, Teks en Konteks in Afrikaanse Taalonderrig</i>		24
TOAF 673⁵	<i>Kleuter-, Kinder- en Jeugliteratuur vir die Onderwys</i>		24
TOAF 674	Children's, youth and adult literature for Education / <i>Kinder-, jeug- en volwassenerliteratuur</i>		24
TSNG 672	Setswana Linguistic Theory / <i>Taalwetenskaplike teorie vir Setswana</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24
TSNG 673	Setswana: Morphology and Phonology / <i>Setswana: Morfologie en Fonologie</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24
TSNG 674	Setswana: Syntax / <i>Setswana: Sintaksis</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24
TSNG 675	Setswana: Semantics / <i>Setswana: Semantiek</i>		24

⁴ Module phasing out in 2024. / *Module faseer in 2024 uit.*

⁵ Module phasing out in 2024. / *Module faseer in 2024 uit.*

	(elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		
TSNG 678	Setswana: Corpus linguistics / <i>Setswana: Korpuslinguistiek</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24
TSNG 679	Setswana: Sociolinguistics / <i>Setswana: Sosiolinguistiek</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24
TSNL 673	Setswana: Prose / <i>Setswana: Prosa</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24
TSNL 674	Setswana: Poetry / <i>Setswana: Poësie</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		24
TSNL 675	Setswana: Drama / <i>Setswana: Drama</i> (elective module – Faculty of Humanities / <i>keusemodule – Fakulteit Geesteswetenskappe</i>)		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.6.6 COMPILATION OF CURRICULUM (NQF LEVEL 8) / SAMESTELLING VAN KURRIKULUM (NKR VLAK 8)

EDU.6.6.1 PROGRAMME: BUSINESS SCIENCE FOR EDUCATION / PROGRAM: BESIGHEIDSWETENSKAPPE VIR ONDERWYS

Code / Kode: 4GA L01

Campus / Kampus: Potchefstroom

Mode of delivery / Metode van aflewering: Distance/ Afstand

Programme specific admission requirements / Programspesifieke toelatingsvereistes

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

- a Bachelor of Education degree with Business Studies or equivalent (Accounting, Economics) as main subject.

OR

- an appropriate bachelor's degree with subject content relevant to Business Studies or Business Management at NQF level 7, together with an ADT or PGCE with two subject methodology modules in the Economic and Management Sciences (Tourism, Accounting or Economics) or Business Studies subject methodology.

AND

- in addition, a student must have obtained a minimum of 65% in the final year for the core, elective and research modules (where applicable) of the qualification (BEd, ADT or PGCE) that permits entry into the BEdHons qualification.

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

- 'n Baccalaureus Educationis graad met Besigheidstudies of ekwivalent (Rekeningkunde, Ekonomie) as hoofvakke.*

OF

- 'n Gepaste Baccalaureus graad met vakinhoud wat relevant is tot Besigheidstudies of Ondernemingsbestuur op NKR vlak 7, tesame met 'n gevorderde onderwysertifikaat of 'n nagraadse onderwysertifikaat met twee vakmetodologieë in die Ekonomiese en Bestuurswetenskappe (Toerisme, Rekeningkunde of Ekonomie) of Besigheidstudies metodologie.*

EN

- Benewens die bovermelde, moet 'n student 'n minimum van 65% behaal het in die finale jaar vir die kern-, keuse- en navorsingsmodules (waar van toepassing) van die kwalifikasie (BEd, ACT of NGOS) that toegang verleen tot die BEd Honneurs kwalifikasie.*

PART TIME / DEELTYDS

Year 1 / Jaar 1		Year 2 / Jaar 2	
Year module / Jaarmodule		Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
		ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules	0	Total year modules / Totaal jaarmodules	46
First semester modules / Eerste semester modules		First semester modules / Eerste semester modules	

Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
CUDE 611	16		
TLAS 612	16		
BSEL 611	12		
Total 1st semester / Totaal 1^{ste} semester	44	Total 1st semester / Totaal 1^{ste} semester	
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester modules / Tweede semester modules		Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
BSFL 621	12		
BSEE 621	12		
BSEB 621	12		
Total 2nd semester / Totaal 2^{de} semester	36	Total 2nd semester / Totaal 2^{de} semester	0
Total Year 1 / Totaal Jaar 1	80	Total Year 2 / Totaal Jaar 2	46
Total / Totaal:			126

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

EDU.6.6.2 PROGRAMME: LANGUAGE EDUCATION / PROGRAM: TAALONDERRIG**Code / Kode:** 4EY L01 O601P**Campus / Kampus:** Potchefstroom / Mahikeng / Vanderbijlpark**Mode of delivery / Metode van aflewering:** Full time & Part time / Voltyds & Deeltyds**Programme specific admission requirements / Programspesifieke toelatingsvereistes**

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

- a four-year professional teaching degree with a major in Afrikaans, English, isiXhosa, isiZulu, Sepedi, Sesotho or Setswana at exit level 7 and an average of 60% for the entire final year of study as well as an average of 65% for the language major at exit level 7 OR
- an appropriate Bachelor's degree majoring in one of the languages listed in (1) at exit level 7 and a recognised professional teaching qualification at exit level 7. The student must have an average of 60% for the professional teaching qualification as well as an average of 65% for the language major in the preceding Bachelor's degree.

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 yearbook.

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

- *'n vierjarige professionele onderwysgraad met 'n hoofvak in Afrikaans, Engels, isiXhosa, isiZulu, Sepedi, Sesotho of Setswana op uittreevlak 7 en 'n gemiddeld van 60% vir die hele finale jaar van studie asook 'n gemiddeld van 65% vir die taalhoofvak op uittreevlak 7 OF*
- *'n toepaslike Baccalaureusgraad met 'n hoofvak in een van die tale gelys in (1) op uittreevlak 7 en 'n erkende professionele onderwyskwalifikasie op uittreevlak 7. Die student moet 'n gemiddeld van 60% vir die professionele onderwyskwalifikasie, sowel as 'n gemiddeld van 65% vir die taalhoofvak in die voorafgaande baccalaureusgraad hê.*

Verder 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.

Programme Structure / Programstruktuur**FULL TIME / VOLTYDS**

Year 1 / Jaar 1	
Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr
LERP 671*	30
TMAL 671/2/3/4/5/6/7*	24
Elective* / Keusemodule*	24
Total year modules / Totaal jaarmodules	78
First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr
LERM 611	16
CASE 611/2/3/4/5/6/7	16

Total 1st semester / Totaal 1^{ste} semester	32
Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr
LINE 621/2/3/4/5/6/7	16
Total 2nd semester / Totaal 2^{de} semester	16
Total Year 1 / Totaal Jaar 1	126

*Year modules (The total number of credits of these modules have been divided by two for each semester)

PART TIME / DEELTYDS

Year 1 / Jaar 1		Year 2 / Jaar 2	
Year module / Jaarmodule		Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
TMAL 671/2/3/4/5/6/7*	24	Elective* / Keusemodule*	24
		LERP 671*	30
Total year modules / Totaal jaarmodules	24	Total year modules / Totaal jaarmodules	54
First semester modules / Eerste semester modules		First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
LERM 611	16		
CASE 611/2/3/4/5/6/7	16		
Total 1st semester / Totaal 1^{ste} semester	32	Total 1st semester / Totaal 1^{ste} semester	0
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester modules / Tweede semester modules		Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
LINE 621/2/3/4/5/6/7	16		
Total 2nd semester / Totaal 2^{de} semester	16	Total 2nd semester / Totaal 2^{de} semester	0
Total Year 1 / Totaal Jaar 1	72	Total Year 2 / Totaal Jaar 2	54
Total / Totaal:		Total / Totaal:	126

*Year modules (The total number of credits of these modules have been divided by two for each semester)

LANGUAGE EDUCATION ELECTIVE MODULES* / KEUSEMODULES*

(Elective module – Faculty of Humanities / Keusemodule – Fakulteit

Geesteswetenskappe)

AFLG 673	Language and Society / <i>Taal en Samelewing</i>	24
AFLG 674	Text Study and Text Linguistics / <i>Teksstudie en Tekslinguistiek</i>	24
AFLG 676	Afrikaans Corpus Linguistics / <i>Afrikaanse Corpuslinguistiek</i>	24
AFLG 671	Afrikaans Poetry: Poetry and Intertext / <i>Afrikaanse poësie: Poësie en interteks</i>	24
AFLG 672	Afrikaans Narrative Texts / <i>Afrikaanse verhalende tekste</i>	

AFL 673	From Text to Performance: a Study of Drama and Theatre Science / <i>Van dramateks tot opvoering: 'n studie van die drama- en teaterwetenskap</i>	24
AFLW 672	Narratology: Novel and Film / <i>Narratologie: Roman en film</i>	24
CALL 671	*South African and African Comparative Literature / <i>Afrika- en Suid-Afrikaanse vergelykende Letterkunde</i>	24
CALL 672	*Contemporary African literary trends / <i>Tendense in kontemporêre Afrika-letterkunde</i>	24
CALL 673	*Overview of Developments in African Literatures / <i>Oorsig van Verwikkelinge in Afrikaliterature</i>	24
CALL 674	*Comparative African Linguistics / <i>Vergelykende Taalwetenskap van Afrikatale</i>	24
ENLG 674	**Linguistic Analysis and Corpus Linguistics / <i>Taalwetenskaplike Analise en Korpuslinguistiek</i>	24
ENLG 675	English Sociolinguistics / <i>Engelse Sosiolinguistiek</i>	24
ENLL 680	Twentieth-century Fiction / <i>Twintigste-eeuse Fiksie</i>	24
ENLL 673	SA Postcolonial Literature / <i>SA Postkoloniale Letterkunde</i>	24
ENLL 679	Poetics and Literary Theory / <i>Poësie en Letterkundeteorie</i>	24
ENLL 688	Topics in English Literature / <i>Onderwerpe in Engelse Letterkunde</i>	24
LTED 671	English Literature Teaching for Education / <i>Engelse Letterkunde-onderrig vir die Onderwys</i>	24
LTRA 671	Reading Assessment / <i>Leesassessering</i>	24
TALL 671	Technology Assisted Language Learning / <i>Tegnologie-ondersteunde Taalonderrig</i>	24
TOAF 672	Sentence, Text and Context in Afrikaans Language Teaching / <i>Sin, Teks en Konteks in Afrikaanse Taalonderrig</i>	24
TOAF 674	Children's, youth and adult literature for Education / <i>Kinder-, jeug- en volwasseneliteratuur</i>	24
TSNG 672	Setswana Linguistic Theory / <i>Taalwetenskaplike teorie vir Setswana</i>	24
TSNG 673	Setswana: Morphology and Phonology / <i>Setswana: Morfologie en Fonologie</i>	24
TSNG 674	Setswana: Syntax / <i>Setswana: Sintaksis</i>	24
TSNG 675	Setswana: Semantics / <i>Setswana: Semantiek</i>	24
TSNG 678	Setswana: Corpus linguistics / <i>Setswana: Korpuslinguistiek</i>	24
TSNG 679	Setswana: Sociolinguistics / <i>Setswana: Sosiolinguistiek</i>	24
TSNL 673	Setswana: Prose / <i>Setswana: Prosa</i>	24
TSNL 674	Setswana: Poetry / <i>Setswana: Poësie</i>	24
TSNL 675	Setswana: Drama / <i>Setswana: Drama</i>	24

**EDU.6.6.3 PROGRAMME: INFORMATION TECHNOLOGY EDUCATION / PROGRAM:
INLIGTINGSTEGNOLOGIE-ONDERWYS**

Code / Kode: 4EJ 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 / Programspesifieke toelatingsvereistes:

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.

Leerders 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	
Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr
ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules	46
First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr
TLAS 612	16
CUDE 611	16
CSIE 611	16
Total 1st semester / Totaal 1^{ste} semester	48
Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr
CSIE 624	16
CSIE 627	16
Total 2nd semester / Totaal 2^{de} semester	32
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	
Year module / Jaarmodule		Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
		ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules	0	Total year modules / Totaal jaarmodules	46
First semester modules / Eerste semester modules		First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
CUDE 611	16		
TLAS 612	16		
CSIE 611	16		
Total 1st semester / Totaal 1^{ste} semester	48	Total 1st semester / Totaal 1^{ste} semester	
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester modules / Tweede semester modules		Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
CSIE 624	16		
CSIE 627	16		
Total 2nd semester / Totaal 2^{de} semester	32	Total 2nd semester / Totaal 2^{de} semester	0
Total Year 1 / Totaal Jaar 1	80	Total Year 2 / Totaal Jaar 2	46
Total / Totaal:			126

(*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 627

Let wel: CSIE 611 is 'n voorvereiste vir CSIE 624 en CSIE 627

**EDU.6.6.4 PROGRAMME: COMPUTER APPLICATIONS TECHNOLOGY EDUCATION /
PROGRAM: REKENAARTOEPASSINGSTEGNOLOGIE-ONDERWYS**

Code / Kode: 4BG 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 / Programspesifieke toelatingsvereistes:

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.

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

'n Baccalareus Educationis-graad met Rekenaarwetenskap of Rekenaartoeëpassingstegnologie (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	
Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr
ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules	46
First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr
TLAS 612	16
CUDE 611	16
CSIE 612	16
Total 1st semester / Totaal 1^{ste} semester	48
Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr
CSIE 624	16
CSIE 626	16

Total 2nd semester / Totaal 2^{de} semester	32
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	
Year module / Jaarmodule		Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
		ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules	0	Total year modules / Totaal jaarmodules	46
First semester modules / Eerste semester modules		First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
CUDE 611	16		
TLAS 612	16		
CSIE 612	16		
Total 1st semester / Totaal 1^{ste} semester	48	Total 1st semester / Totaal 1^{ste} semester	
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester modules / Tweede semester modules		Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
CSIE 624	16		
CSIE 626	16		
Total 2nd semester / Totaal 2^{de} semester	32	Total 2nd semester / Totaal 2^{de} semester	0
Total Year 1 / Totaal Jaar 1	80	Total Year 2 / Totaal Jaar 2	46
Total / Totaal:			126

(*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

EDU.6.6.5 PROGRAMME: CURRICULUM STUDIES / PROGRAM: KURRIKULUMSTUDIES**Code / Kode:** 4ED L01 O601P/O601V

(Full time & Part time / Voltyds & Deeltyds)

Code / Kode: 4EC L01 O601P

(Distance / Afstand)

Campus / Kampus: Potchefstroom / Vanderbijlpark**Mode of delivery / Metode van aflewering:**

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

Programme specific admission requirements / Programspesifieke toelatingsvereistes:

See EDU.1.2.1– Admission Requirements.

Kyk EDU.1.2.1 – Toelatingsvereistes.

Programme Structure / Programstruktuur**FULL TIME / VOLTYDS**

Year 1 / Jaar 1	
Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr
ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules	46
First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr
CUDE 611	16
CLIN 611	16
TLAS 612	16
<u>Choose one: / Kies een van:</u>	
ISCS 611 (Elective / Keusemodule)	8
ELEA 611 (Elective / Keusemodule)	8
Total 1st semester / Totaal 1^{ste} semester	56
Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr
TSCU 621	16
<u>Choose one: / Kies een van:</u>	
INME 621 (Elective / Keusemodule)	8
SLAD 621 (Elective / Keusemodule)	8
Total 2nd semester / Totaal 2^{de} semester	24
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	
Year module / Jaarmodule		Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
		ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules	0	Total year modules / Totaal jaarmodules	46

First semester modules / Eerste semester modules		First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
TLAS 612	16	<u>Choose one: / Kies een van:</u>	
CUDE 611	16	ISCS 611 (Elective / Keusemodule)	8
CLIN 611	16	ELEA 611 (Elective / Keusemodule)	8
Total 1st semester / Totaal 1^{ste} semester	48	Total 1st semester / Totaal 1^{ste} semester	8
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester modules / Tweede semester modules		Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
TSCU 621	16		
<u>Choose one: / Kies een van:</u>			
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	0
Total Year 1 / Totaal Jaar 1	72	Total Year 2 / Totaal Jaar 2	54
Total / Totaal:			126

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

EDU.6.6.7 PROGRAMM: EDUCATIONAL MANAGEMENT AND LEADERSHIP / PROGRAM: ONDERWYSBESTUUR EN -LEIERSKAP

Code / Kode: 4EW L01 O601M/O601P/O601V

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

Code / Kode: 4EX L01 O601P

(Distance / *Afstand*)

Campus / Kampus: Mahikeng / Potchefstroom / Vanderbijlpark

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		
Year module / Jaarmodule		
Module code / Modulekode		Cr / Kr
ERTP 671 (*1)		46
Total year modules / Totaal jaarmodules		46
First semester modules / Eerste semester modules		
Module code / Modulekode		Cr / Kr
EMLO 611		16
ONWR 611		16
Total 1st semester / Totaal 1^{ste} semester		32
Second semester modules / Tweede semester modules		
Module code / Modulekode		Cr / Kr
VGLO 624		16
Choose two of the following modules in accordance with the E RTP 671 research focus		
<i>Kies twee van die volgende modules in ooreenstemming met die E RTP 671-navorsingsfokus</i>		
ONWB 624 (Elective / <i>Keusemodule</i>)	} Focus in Educational Management / <i>Fokus in Onderwysbestuur</i>	16
ONWB 625 (Elective / <i>Keusemodule</i>)		16
ONWR 624 (Elective / <i>Keusemodule</i>)	} Focus in Educational Law / <i>Fokus in Onderwysreg</i>	16
ONWR 625 (Elective / <i>Keusemodule</i>)		16
VGLO 622 (Elective / <i>Keusemodule</i>)	} Focus in Comparative and International Education / <i>Fokus in Vergelykende en Internasionale Onderwys</i>	16
VGLO 623 (Elective / <i>Keusemodule</i>)		16
Total 2nd semester / Totaal 2^{de} semester		48
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
Year module / Jaarmodule	Year module / Jaarmodule

Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
		ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules	0	Total year modules / Totaal jaarmodules	46
First semester modules / Eerste semester modules		First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
EMLO 611	16		
ONWR 611	16		
Total 1st semester / Totaal 1^{ste} semester	32	Total 1st semester / Totaal 1^{ste} semester	0
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester modules / Tweede semester modules		Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
VGLO 624	16		
<u>Choose two of the following modules in accordance with the E RTP 671 research focus</u> <u>Kies twee van die volgende modules in ooreenstemming met die E RTP 671-navorsingsfokus</u>			
ONWB 624 (Elective / Keusemodule)	Focus in Educational Management / Fokus in Onderwysbestuur	16	
ONWB 625 (Elective / Keusemodule)		16	
ONWR 624 (Elective / Keusemodule)	Focus in Educational Law / Fokus in Onderwysreg	16	
ONWR 625 (Elective / Keusemodule)		16	
VGLO 622 (Elective / Keusemodule)	Focus in Comparative and International Education / Fokus in Vergelykende en Internasionale Onderwys	16	
VGLO 623 (Elective / Keusemodule)		16	
Total 2nd semester / Totaal 2^{de} semester	48	Total 2nd semester / Totaal 2^{de} semester	0
Total Year 1 / Totaal Jaar 1	80	Total Year 2 / Totaal Jaar 2	46
Total / Totaal:			126

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

**EDU.6.6.8 PROGRAMME: EDUCATIONAL PSYCHOLOGY / PROGRAM: OPVOEDKUNDIGE
SIELKUNDE**

Code / Kode: 4EF L01 O602P

(Full time / Voltyds)

Campus / Kampus: Potchefstroom

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

Important note / Let wel: This programme is only offered full-time. / Hierdie program word slegs voltyds aangebied.

Programme specific admission requirements / Programspesifieke toelatingsvereistes:

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

- applications are subject to screening and selection,
- applicants should have passed Psychology at third year undergraduate level,
- applicants must have an Educational qualification (BEd or PGCE),
- registration with the Association for Supportive Counsellors and Holistic Practitioners (ASCHP) is an option. However, this can only be applied for after the 100 hours of practical training is completed and,
- registration with the ASCHP thus will have additional financial implications for applicants.

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

- *aansoeke onderhewig is aan sifting en keuring,*
- *aansoekers moet reeds Psigologie op voorgraadse vlak 3 voltooi het,*
- *aansoekers moet 'n Opoedkundige kwalifikasie (BEd of NGOS) voltooi het,*
- *registrasie by die Vereniging vir Ondersteunende Beraders en Holistiese Praktisyns (ASCHP) is 'n opsie. Daar kan egter slegs vir hierdie aansoek gedoen word nadat die 100 uur praktiese opleiding voltooi is, en*
- *registrasie by die ASCHP sal dus addisionele finansiële gevolge vir aansoekers behels.*

Programme Structure / Programstruktuur

FULL TIME / VOLTYDS

Year 1 / Jaar 1	
Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr
ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules	46
First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr
EPSY 615	12
EPSY 616	12
EPSY 617	12
Total 1st semester / Totaal 1^{ste} semester	36
Second semester modules / Tweede semester modules	

Module code / Modulekode	Cr / Kr
EPSY 625	16
EPSY 626	16
EPSY 627	16
Total 2nd semester / Totaal 2^{de} semester	48
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

EDU.6.6.9 PROGRAMME: GEOGRAPHY EDUCATION / PROGRAM: GEOGRAFIE-ONDERWYS**Code / 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 / Programspesifieke toelatingsvereistes:

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 OMBO 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.

Hierdie program vir voltydse studente word deur die Fakulteit Opvoedkunde in samewerking met die Fakulteit Natuurwetenskappe aangebied. Die modules OMBO 613 en OMBO 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 OMBO 621) word slegs opkampus aangebied (voltyds en deeltyds).

Programme Structure / Programstruktuur**FULL TIME / VOLTYDS**

Year 1 / Jaar 1	
Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr
ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules	46
First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr
EDTM 616	16
OMBO 613 / OMBO 684 (*2) or CUDE 611	16
Total 1st semester / Totaal 1^{ste} semester	32
Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr
GEOE 621	16
GEOE 622	16
*OMBO 621 or TSCU 621	16
Total 2nd semester / Totaal 2^{de} semester	48
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) 16-credit year module presented across both semesters / (*2) 16 krediet jaarmodule wat aangebied word oor twee semesters

PART TIME / DEELTYDS

Year 1 / Jaar 1		Year 2 / Jaar 2	
Year module / Jaarmodule		Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
		ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules	0	Total year modules / Totaal jaarmodules	46
First semester modules / Eerste semester modules		First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
CUDE 611	16		
EDTM 616	16		
Total 1st semester / Totaal 1^{ste} semester	32	Total 1st semester / Totaal 1^{ste} semester	0
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester modules / Tweede semester modules		Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
GEOE 621	16		
GEOE 622	16		
TSCU 621	16		
Total 2nd semester / Totaal 2^{de} semester	0	Total 2nd semester / Totaal 2^{de} semester	0
Total Year 1 / Totaal Jaar 1	48	Total Year 2 / Totaal Jaar 2	46
Total / Totaal:			126

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

**EDU.6.6.10 PROGRAMME: ENVIRONMENTAL EDUCATION / PROGRAM:
OMGEWINGSOPVOEDING**

Code / 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 / Programspesifieke toelatingsvereistes:

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.

Due the interdisciplinary nature of Environmental Education, there are no specific subject requirements. (Environmental Education is addressed in all school-related subjects.)

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	
Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr
ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules	46
First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr
CUDE 611	16
EESD 611	16
Total 1st semester / Totaal 1^{ste} semester	32
Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr
EESD 621	16
EESD 622	16
EESD 623	16
Total 2nd semester / Totaal 2^{de} semester	48

Total Year 1 / Totaal Jaar 1	126
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(*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	
Year module / Jaarmodule		Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
		ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules	0	Total year modules / Totaal jaarmodules	46
First semester modules / Eerste semester modules		First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
CUDE 611	16		
EESD 611	16		
Total 1st semester / Totaal 1^{ste} semester	32	Total 1st semester / Totaal 1^{ste} semester	0
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester modules / Tweede semester modules		Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
EESD 621	16	EESD 623	16
EESD 622	16		
Total 2nd semester / Totaal 2^{de} semester	32	Total 2nd semester / Totaal 2^{de} semester	16
Total Year 1 / Totaal Jaar 1	64	Total Year 2 / Totaal Jaar 2	62
Total / Totaal:			126

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

EDU.6.6.11 PROGRAMME: HISTORY EDUCATION / PROGRAM: GESKIEDENISONDERWYS

Code / Kode: 4BF L01 O602P

(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 / Programspesifieke toelatingsvereistes:

See EDU.1.2.1 – Admission Requirements.

Kyk EDU.1.2.1 – Toelatingsvereistes.

Programme Structure / Programstruktuur

FULL TIME / VOLTYDS

Year 1 / Jaar 1	
Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr
ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules	46
First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr
CUDE 611	16
HISE 611	16
Total 1st semester / Totaal 1^{ste} semester	32
Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr
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	48
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	
Year module / Jaarmodule		Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
		ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules	0	Total year modules / Totaal jaarmodules	46
First semester modules / Eerste semester modules		First semester modules / Eerste semester modules	

Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
CUDE 611	16		
HISE 611	16		
Total 1st semester / Totaal 1^{ste} semester	32	Total 1st semester / Totaal 1^{ste} semester	0
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester modules / Tweede semester modules		Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
HISE 621	16	HISE 622	8
HIST 621 <i>or/of</i> HIST 622 <i>or/of</i> HIST 627 <i>or/of</i> HISS621 <i>or/of</i> HISS 622 <i>or/of</i> HISS 623	24		
Total 2nd semester / Totaal 2^{de} semester	40	Total 2nd semester / Totaal 2^{de} semester	8
Total Year 1 / Totaal Jaar 1	72	Total Year 2 / Totaal Jaar 2	54
Total / Totaal:			126

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

EDU.6.6.12 PROGRAMME: SPECIAL NEEDS EDUCATION / PROGRAM: ONDERWYS VIR SPESIALE BEHOEFTE

Code / Kode: 4EQ L01 O601M/O601P/O601V

(Full time and Part time / Voltyds en Deeltyds)

Code / Kode: 4ES L01 O601P

(Distance / Afstand)

Campus / Kampus: Mahikeng / Potchefstroom / Vanderbijlpark

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	
Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr
ERTP 671 (*1)	46
IELS 671	32
APLS 674	32
Total year modules / Totaal jaarmodules	110
First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr
CEPS 612	8
Total 1st semester / Totaal 1^{ste} semester	8
Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr
FLCE 621	8
Total 2nd semester / Totaal 2^{de} semester	8
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	
Year module / Jaarmodule		Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
IELS 671	32	ERTP 671 (*1)	46
		APLS 674	32
Total year modules / Totaal jaarmodules	32	Total year modules / Totaal jaarmodules	78

First semester modules / Eerste semester modules		First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
CEPS 612	8		
Total 1st semester / Totaal 1^{ste} semester	8	Total 1st semester / Totaal 1^{ste} semester	0
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester modules / Tweede semester modules		Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
FLCE 621	8		
Total 2nd semester / Totaal 2^{de} semester	8	Total 2nd semester / Totaal 2^{de} semester	
Total Year 1 / Totaal Jaar 1	48	Total Year 2 / Totaal Jaar 2	78
Total / Totaal:			126

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

**EDU.6.6.13 PROGRAMME: LIFE SCIENCES EDUCATION / PROGRAM:
LEWENSWETENSAPPE-ONDERWYS**

Code / 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 / Programspesifieke toelatingsvereistes:

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.

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	
Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr
ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules	46
First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr
TLAS 612	16
CUDE 611	16
OMSB 611	16
Total 1st semester / Totaal 1^{ste} semester	48
Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr
LIFE 621	16
LIFE 622	16
Total 2nd semester / Totaal 2^{de} semester	32
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	
Year module / Jaarmodule		Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
		ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules		Total year modules / Totaal jaarmodules	46
First semester modules / Eerste semester modules		First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
CUDE 611	16		
TLAS 612	16		
OMSB 611	16		
Total 1st semester / Totaal 1^{ste} semester	48	Total 1st semester / Totaal 1^{ste} semester	0
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester modules / Tweede semester modules		Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
LIFE 621	16		
LIFE 622	16		
Total 2nd semester / Totaal 2^{de} semester	32	Total 2nd semester / Totaal 2^{de} semester	0
Total Year 1 / Totaal Jaar 1	80	Total Year 2 / Totaal Jaar 2	46
Total / Totaal:			126

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

EDU.6.6.14 PROGRAMME: LIFE ORIENTATION / PROGRAM: LEWENSORIËNTERING**Code / Kode:** 4EU L01 O601P(Full time and Part time / *Voltyds en Deeltyds*)**Code / 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 / Programspesifieke toelatingsvereistes:**

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

*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	
Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr
ERTP 671 (*1)	46
LOHO 671	32
Total year modules / Totaal jaarmodules	78
First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr
LOHO 611	16
Total 1st semester / Totaal 1^{ste} semester	16
Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr
LOHO 621	16
LOHO 622	16
Total 2nd semester / Totaal 2^{de} semester	32
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	
Year module / Jaarmodule		Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
LOHO 671 *	32	ERTP 671 (*1)	46

Total year modules / Totaal jaarmodules	32	Total year modules / Totaal jaarmodules	46
First semester modules / Eerste semester modules		First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
LOHO 611	16		
Total 1st semester / Totaal 1^{ste} semester	16	Total 1st semester / Totaal 1^{ste} semester	0
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester modules / Tweede semester modules		Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
LOHO 621	16	LOHO 622	16
Total 2nd semester / Totaal 2^{de} semester	16	Total 2nd semester / Totaal 2^{de} semester	16
Total Year 1 / Totaal Jaar 1	64	Total Year 2 / Totaal Jaar 2	62
Total / Totaal:			126

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

EDU.6.6.15 PROGRAMME: MATHEMATICS EDUCATION / PROGRAM: WISKUNDE-ONDERWYS**Code / Kode:** 4EM L01 O601M/O601P/O601V(Full time and Part time / *Voltyds en Deeltyds*)**Code / Kode:** 4EL L01 O601P

(Distance / Afstand)

Campus / Kampus: Mahikeng / Potchefstroom / Vanderbijlpark**Mode of delivery / Metode van aflewering:**Full time / Part time / Distance / *Voltyds / Deeltyds / Afstand***Programme specific admission requirements / Programspesifieke toelatingsvereistes:**

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.

Leerders 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	
Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr
ERTP 671 (*1)	46
MATE 671 (*1)	32
Total year modules / Totaal jaarmodules	78
First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr
CUDE 611	16
MATD 611	16
Total 1st semester / Totaal 1^{ste} semester	32
Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr
MATD 622	16
Total 2nd semester / Totaal 2^{de} semester	16
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	
Year module / Jaarmodule		Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr

		ERTP 671 (*1)	46
		MATE 671 (*1)	32
Total year modules / Totaal jaarmodules	0	Total year modules / Totaal jaarmodules	78
First semester modules / Eerste semester modules		First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
CUDE 611	16		
MATD 611	16		
Total 1st semester / Totaal 1^{ste} semester	32	Total 1st semester / Totaal 1^{ste} semester	0
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester modules / Tweede semester modules		Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
MATD 622	16		
Total 2nd semester / Totaal 2^{de} semester	16	Total 2nd semester / Totaal 2^{de} semester	
Total Year 1 / Totaal Jaar 1	48	Total Year 2 / Totaal Jaar 2	78
Total / Totaal:			126

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

EDU.6.6.16 PROGRAMME: PHYSICAL EDUCATION / PROGRAM: LIGGAAMLIKE OPVOEDING**Code / 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 / Programspesifieke toelatingsvereistes:**Human Movement Sciences at **third year** undergraduate level is a strong recommendation for learners who want to register for the programme in Movement Education.*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	
Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr
ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules	46
First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr
BWOS 611	16
BWOS 612	16
Total 1st semester / Totaal 1^{ste} semester	32
Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr
BWOS 621	16
BWOS 623	16
BWOS 624	16
Total 2nd semester / Totaal 2^{de} semester	48
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	
Year module / Jaarmodule		Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
		ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules	0	Total year modules / Totaal jaarmodules	46

First semester modules / Eerste semester modules		First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
BWOS 611	16		
BWOS 612	16		
Total 1st semester / Totaal 1^{ste} semester	32	Total 1st semester / Totaal 1^{ste} semester	0
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester modules / Tweede semester modules		Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
BWOS 621	16	BWOS 624	16
BWOS 623	16		
Total 2nd semester / Totaal 2^{de} semester	32	Total 2nd semester / Totaal 2^{de} semester	16
Total Year 1 / Totaal Jaar 1	64	Total Year 2 / Totaal Jaar 2	62
Total / Totaal:			126

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

EDU.6.6.17 PROGRAMME: PHYSICAL SCIENCE EDUCATION / PROGRAM: FISIESE WETENSKAPONDERWYS

Code / 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 / Programspesifieke toelatingsvereistes:

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.

Leerders wat wil registreer vir die program in Fisiese Wetenskappe Onderwys moet reeds een van die volgende kwalifikasies of kombinasies van kwalifikasies verwerf het:

- *’n Baccalaureus Educationis (BEd) graad met fisiese wetenskappe (chemie en fisika) op derdejaarsvlak en ’n gemiddeld van ten minste 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 leerders ’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	
Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr
ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules	46
First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr
TLAS 612	16
CUDE 611	16
PHSE 611	8
PHSE 612	8
Total 1st semester / Totaal 1^{ste} semester	48
Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr
PHSE 621	16
PHSE 622	16
Total 2nd semester / Totaal 2^{de} semester	32
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	
Year module / Jaarmodule		Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
		ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules	0	Total year modules / Totaal jaarmodules	46
First semester modules / Eerste semester modules		First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
CUDE 611	16	PHSE 611	8
TLAS 612	16		
PHSE 612	8		
Total 1st semester / Totaal 1^{ste} semester	40	Total 1st semester / Totaal 1^{ste} semester	8
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester modules / Tweede semester modules		Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
PHSE 621	16		
PHSE 622	16		
Total 2nd semester / Totaal 2^{de} semester	32	Total 2nd semester / Totaal 2^{de} semester	0
Total Year 1 / Totaal Jaar 1	72	Total Year 2 / Totaal Jaar 2	54
Total / Totaal:			126

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

**EDU.6.6.18 PROGRAMME: TECHNOLOGY EDUCATION / PROGRAM: TEGNOLOGIE-
ONDERWYS**

Code / 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 / Programspesifieke toelatingsvereistes:

See EDU.1.2.1 – Admission Requirements

Kyk EDU.1.2.1 – Toelatingsvereistes

Programme Structure / Programstruktuur

FULL TIME / VOLTYDS

Year 1 / Jaar 1	
Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr
ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules	46
First semester modules / Eerste semester modules	
Module code / Modulekode	Cr / Kr
CUDE 611	16
TLAS 612	16
TECE 611	16
Total 1st semester / Totaal 1^{ste} semester	48
Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr
TECE 621	16
TECE 622	16
Total 2nd semester / Totaal 2^{de} semester	32
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	
Year module / Jaarmodule		Year module / Jaarmodule	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
		ERTP 671 (*1)	46
Total year modules / Totaal jaarmodules	0	Total year modules / Totaal jaarmodules	46
First semester modules / Eerste semester modules		First semester modules / Eerste semester modules	

Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
TLAS 612	16		
CUDE 611	16		
TECE 611	16		
Total 1st semester / Totaal 1^{ste} semester	48	Total 1st semester / Totaal 1^{ste} semester	
Year 1 / Jaar 1		Year 2 / Jaar 2	
Second semester modules / Tweede semester modules		Second semester modules / Tweede semester modules	
Module code / Modulekode	Cr / Kr	Module code / Modulekode	Cr / Kr
TECE 621	16		
TECE 622	16		
Total 2nd semester / Totaal 2^{de} semester	32	Total 2nd semester / Totaal 2^{de} semester	0
Total Year 1 / Totaal Jaar 1	72	Total Year 2 / Totaal Jaar 2	54
Total / Totaal:			126

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

EDU.6.7 MODULE OUTCOMES / MODULE-UITKOMSTE**EDU.6.7.1 CORE MODULES / KERNMODULES**

Module code / Modulekode: 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 wees <ul style="list-style-type: none"> • om oor die konsep tekskwaliteit 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 taaltteks al dan nie. 			
Mode of delivery / Metode van aflewering: Full-time / Part-time / Voltyds / Deeltyds			

Module code / Modulekode: 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 toegerus te wees met:</i> <ul style="list-style-type: none"> • <i>algemene en omvattende kennis en begrip van die uiteenlopende leerbehoeftes (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> 			

- *verskeie benaderings en tegnieke t.o.v. ondersteuning toe te pas om leerders met leerhindernisse te ondersteun;*
- *geïntegreerde kennis en vaardighede om 'n ondersteuningsprogram vir 'n verskeidenheid van leerbehoefte 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 aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand

Module code / Modulekode: BSEL 611	Semester 1	12 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Entrepreneurial Learning for Business Science Education / *Entrepreneuriese Leer in Besigheidswetenskap Onderwys*

Module outcomes / Module-uitkomstes:

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

- integrated knowledge of and engagement in entrepreneurial learning and critical understanding and application of **entrepreneurship education** relevant to EMS teaching;
- an ability to critically interrogate multiple sources of knowledge within the field of entrepreneurship education, and critically evaluate and review that knowledge and the manner in which the knowledge was produced with a view towards entrepreneurial learning;
- the ability to select, apply and critically judge the effectiveness of the implementation of a range of appropriate teaching, learning and assessment strategies with a view to develop entrepreneurial learning competencies;
- advanced ability to effectively apply entrepreneurial learning with a view to prepare learners for further education, entrepreneurship and employability;
- the ability to analyse, select and effectively apply carefully supervised scientific methods of enquiry to reflect on and then address complex or abstract problems with regards to and contribute to positive change within practice,
- the ability to critically judge the ethical conduct of others within different cultural and social contexts, and to effect change in conduct where necessary,
- ability to position own knowledge and understanding within the context of broader societal trends and developments, for example entrepreneurial initiatives that add value to society,
- ability to interact and collaborate effectively with others, and to work as part of a team, in diverse social, cultural and linguistic education contexts.

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

- *geïntegreerde kennis van en betrokkenheid by entrepreneurs leer en kritiese begrip en toepassing van entrepreneurskap opvoeding relevant tot EBW-onderrig;*
- *'n vermoë om verskeie bronne van kennis binne die veld van entrepreneurskap onderrig krities te ondersoek, en daardie kennis en die wyse waarop die kennis geproduseer is krities te evalueer en te hersien met die oog op entrepreneurs leer;*
- *die vermoë om die doeltreffendheid van die implementering van 'n reeks toepaslike onderrig-, leer- en assesseringstrategieë te selekteer, toe te pas en krities te beoordeel met die oog op die ontwikkeling van entrepreneurs leer bevoegdhede;*
- *gevorderde vermoë om entrepreneurs leer effektief toe te pas met die doel om leerders voor te berei vir verdere onderwys, entrepreneurskap en in diens neem baarheid;*
- *die vermoë om noukeurig toesighoudende wetenskaplike ondersoekmetodes te analiseer, te selekteer en effektief toe te pas om na te dink oor en dan komplekse of abstrakte probleme aan te spreek met betrekking tot en by te dra tot positiewe verandering binne die praktyk;*
- *die vermoë om die etiese gedrag van ander binne verskillende kulturele en sosiale kontekste krities te beoordeel, en om verandering in gedrag te bewerkstellig waar nodig,*
- *vermoë om eie kennis en begrip binne die konteks van breër samelewings tendense en -ontwikkelings te posisioneer, byvoorbeeld entrepreneurs inisiatiewe wat waarde tot die sameleving toevoeg,*

- vermoë om interaksie en effektief met ander saam te werk, en om as deel van 'n span te werk in diverse sosiale, kulturele en linguistiese onderwys kontekste.

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

Module code / Modulekode: BSFL 621	Semester 2	12 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Financial Literacy for Business Science Education / *Finansiële Geletterdheid in Besigheidswetenskap Onderwys*

Module outcomes / Module-uitkomstes:

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

- applied knowledge and interpretation of the fundamental principles in the national curriculum and assessment policy statement for Financial Literacy (Grade 7-9)
- an elementary overview of fostering conducive classroom environments through the integration of motivational strategies that supports successful learning in financial literacy
- an ability to critically evaluate diverse sources of knowledge within the field of financial literacy, and assess the way the knowledge was constructed
- an understanding of complex knowledge of the management of Finances to implement appropriate processes and procedures in unfamiliar contexts.
- effective teaching and learning strategies in financial literacy to develop better performance among learners in EMS for successful progression to Accounting in Grade 10-12
- the ability to acquire and select a range of appropriate financial and problem-solving skills and reflect, predict and understand challenges and address complex financial literacy problems
- the capability to implement and design effective assessment and feedback practices that enhance learning outcomes for students.
- the ability to address ethical issues within financial literacy and different cultural, educational and social environments, to effect the necessary changes.

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

- *toegepaste kennis en interpretasie van die fundamentele beginsels in die nasionale kurrikulum- en assesserings beleidsverklaring vir Finansiële Geletterdheid (Graad 7-9)*
- *'n elementêre oorsig van die bevordering van bevorderlike klaskamer omgewings deur die integrasie van motivering strategieë wat suksesvolle leer in finansiële geletterdheid ondersteun*
- *'n vermoë om diverse bronne van kennis binne die veld van finansiële geletterdheid krities te evalueer, en die wyse waarop die kennis saamgestel is, te assesseer*
- *'n begrip van komplekse kennis van die bestuur van Finansies om toepaslike prosesse en prosedures in onbekende kontekste te implementeer.*
- *effektiewe onderrig- en leerstrategieë in finansiële geletterdheid om beter prestasie onder leerders in EBW te ontwikkel vir suksesvolle vordering na Rekeningkunde in graad 10-12*
- *die vermoë om 'n reeks toepaslike finansiële en probleemoplossings vaardighede te verwerf en te kies en uitdagings te reflekteer, te voorspel en te verstaan en komplekse finansiële geletterdheid probleme aan te spreek*
- *die vermoë om effektiewe assessering- en terugvoer praktyke te implementeer en te ontwerp wat leeruitkomste vir studente verbeter.*
- *die vermoë om etiese kwessies binne finansiële geletterdheid en verskillende kulturele, opvoedkundige en sosiale omgewings aan te spreek, om die nodige veranderinge te bewerkstellig.*

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

Module code / Modulekode: BSEE 621	Semester 2	12 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Economics Education for Business Science Education / *Ekonomie Onderwys in Besigheidswetenskap Onderwys*

Module outcomes / Module-uitkomstes:

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

- Applied knowledge and engagement in the fundamental principles of Economics Education, and a critical understanding and application of theories relevant to various educational levels.

- An ability to critically scrutinise and evaluate multiple sources of knowledge in the field of Economics Education, and assess and review the manner in which the knowledge was constructed;
- Develop an understanding of the complex knowledge of Economics Education in order to apply appropriate processes and procedures in unfamiliar educational contexts;
- The ability to evaluate a range of different, but appropriate Economics Education skills to conduct teaching in diverse teaching practice;
- The ability to understand and operate in an ethical manner within different cultural and socio-economic environments, and to effect sustainable and responsible Economics teaching practices;
- Valid, reliable and appropriate presentation of innovative ideas and methods derived from a variety of scholarly research publications and current sources of information to gain a better understanding of Economics Education in order to establish and communicate creative responses to challenges in Economics Education.
- Applied knowledge and understanding of economic concepts and theories to educational contexts, such as analysing the economic implications of educational policies, resource allocation in educational institutions, and the impact of economic factors on educational outcomes;
- Develop the ability to critically evaluate and analyse scholarly literature and educational materials in the field of economics education, identifying underlying assumptions, biases, and implications for educational practice;
- Acquire effective teaching strategies for delivering economics education content in diverse classroom settings, including experimental learning activities; case studies, and simulations that promote engagement and understanding;

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

- *Ontwikkel 'n begrip van die komplekse kennis van Ekonomiese Onderwys ten einde toepaslike prosesse en prosedures in onbekende opvoedkundige kontekste toe te pas;*
- *Die vermoë om 'n reeks verskillende, maar toepaslike Ekonomiese Onderwys vaardighede te evalueer om onderrig in diverse onderwyspraktike uit te voer;*
- *Die vermoë om te verstaan en op 'n etiese wyse te funksioneer binne verskillende kulturele en sosio-ekonomiese omgewings, en om volhoubare en verantwoordelike Ekonomie-onderrig praktike te bewerkstellig;*
- *Geldige, betroubare en toepaslike aanbieding van innoverende idees en metodes verkry uit 'n verskeidenheid wetenskaplike navorsing publikasies en huidige inligtingsbronne om 'n beter begrip van Ekonomiese Onderwys te verkry ten einde kreatiewe reaksies op uitdagings in Ekonomiese Onderwys daar te stel en te kommunikeer.*
- *Toegepaste kennis en begrip van ekonomiese konsepte en teorieë op onderwys kontekste, soos die ontleding van die ekonomiese implikasies van onderwys beleide, hulpbron toewysing in opvoedkundige instellings, en die impak van ekonomiese faktore op onderwys uitkomst;*
- *Ontwikkel die vermoë om vakkundige literatuur en opvoedkundige materiaal in die veld van ekonomiese onderwys krities te evalueer en te analiseer, deur onderliggende aannames, vooroordele en implikasies vir opvoedkundige praktyk te identifiseer;*
- *Verkry effektiewe onderrigstrategieë vir die lewering van ekonomiese onderwys inhoud in diverse klaskamer omgewings, insluitend eksperimentele leeraktiwiteite; gevallestudies, en simulaties wat betrokkenheid en begrip bevorder;*

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

Module code / Modulekode: BSEB 621	Semester 2	12 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Entrepreneurship and Business Studies for Business Science Education / *Entrepreneurskap en Besigheidswetenskap Onderwys*

Module outcomes / Module-uitkomstes:

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

- integrated knowledge of and engagement in fundamental principles of Entrepreneurship and Business Studies Education and critical understanding and application of theories relevant to various educational levels,

- an ability to critically interrogate multiple sources of knowledge within the field of Entrepreneurship and Business Studies Education, and critically evaluate and review that knowledge to identify underlying assumptions, biases and implications for educational practice,
- the ability to select, apply and critically judge the effectiveness of the implementation of a range of appropriate Entrepreneurship and Business Studies processes and procedures in diverse or unfamiliar educational contexts,
- advanced ability to effectively implement valid, reliable, and appropriate presentation of innovative ideas and methods derived from a variety of information sources to gain a better understanding of Business strategy and structure to establish and communicate creative responses to challenges in Entrepreneurship and Business Studies Education,
- the ability to analyse, select and effectively apply carefully supervised scientific research methods in the field of Entrepreneurship and Business Studies Education to reflect on and then address complex problems and changes in teaching practice and contribute to positive change within educational practice,
- the ability to identify, analyse, critically reflect on and effectively solve complex problems related to changes within business practice and apply practice-driven skills to make decisions and to take risks with theory-driven in-depth understanding of general management and business functions and arguments reflecting, but not limited to the South African business context,
- the ability to critically judge the ethical conduct within different cultural and socio-economic contexts, and to effect change in sustainable and responsible Entrepreneurship and Business Studies teaching practice where necessary,
- ability to interact and collaborate effectively with others, and to work as part of a team, to deliver Entrepreneurship and Business Studies education content in diverse social, cultural and linguistic contexts through the application of teaching strategies including problem-based learning, case studies, simulations and experiential learning that promote engagement and understanding.

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

- *geïntegreerde kennis van en betrokkenheid by fundamentele beginsels van Entrepreneurskap en Besigheid studies Onderwys en kritiese begrip en toepassing van teorieë wat relevant is tot verskeie opvoedkundige vlakke,*
- *'n vermoë om verskeie bronne van kennis binne die veld van Entrepreneurskap en Besigheid studie Onderwys krities te ondersoek, en daardie kennis krities te evalueer en te hersien om onderliggende aannames, vooroordele en implikasies vir opvoedkundige praktyk te identifiseer,*
- *die vermoë om die doeltreffendheid van die implementering van 'n reeks toepaslike Entrepreneurskap- en Besigheid studie prosesse en -prosedures in diverse of onbekende opvoedkundige kontekste te selekteer, toe te pas en krities te beoordeel,*
- *gevorderde vermoë om geldige, betroubare en toepaslike aanbieding van innoverende idees en metodes wat uit 'n verskeidenheid inligtingsbronne afgelei is effektief te implementeer om 'n beter begrip van Besigheidstrategie en -struktuur te verkry om kreatiewe reaksies op uitdagings in Entrepreneurskap en Besigheid studie Onderwys daar te stel en te kommunikeer,*
- *die vermoë om noukeurig toesighoudende wetenskaplike navorsingsmetodes in die veld van Entrepreneurskap en Besigheid studie-onderwys te analiseer, te selekteer en doeltreffend toe te pas om na te dink oor en dan komplekse probleme en veranderinge in die onderwyspraktyk aan te spreek en by te dra tot positiewe verandering binne die onderwyspraktyk;*
- *die vermoë om komplekse probleme wat verband hou met veranderinge binne besigheidspraktyk te identifiseer, te analiseer, krities daaroor na te dink en effektief op te los en praktyk gedrewe vaardighede toe te pas om besluite te neem en risiko's te neem met teorie-gedrewe diepgaande begrip van algemene bestuur en besigheid funksies en argumente wat die Suid-Afrikaanse sake konteks weerspieël, maar nie daartoe beperk is nie,*
- *die vermoë om die etiese optrede binne verskillende kulturele en sosio-ekonomiese kontekste krities te beoordeel, en om verandering in volhoubare en verantwoordelike Entrepreneurskap- en Besigheid studie-onderwys praktyke te bewerkstellig waar nodig,*
- *vermoë om interaksie en effektief met ander saam te werk, en om as deel van 'n span te werk, om Entrepreneurskap en Besigheid studies onderwys inhoud in diverse sosiale, kulturele en linguïstiese kontekste te lewer deur die toepassing van onderrigstrategieë, insluitend probleem*

gebaseerde leer, gevallestudies, simulaties en ervaringsleer wat betrokkenheid en begrip bevorder.

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

Module code / Modulekode: BWOS 611	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Exercise Science / Oefenkunde

Module outcomes / Module-uitkomstes:

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

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

- an ability to take full responsibility for own work, learning, decision-making and use of resources, and full accountability for the decisions and actions of others, where appropriate.

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

- *kennis van en betrokkenheid in oefenфизиologie en oefenkunde. Demonstreer ook begrip van teorieë, navorsingsmetodes en tegnieke relevant tot toegepaste oefenфизиologie en oefenkunde; asook begrip van hoe om sodanige kennis in die konteks van Liggaamlike Opvoeding en sportafrigting toe te pas;*
- *die vermoë om verskeie kennisbronne in toegepaste oefenфизиologie en oefenkunde te ondersoek en om kennis en kennisgenererende prosesse met betrekking tot toegepaste oefenфизиologie en oefenkunde krities te evalueer;*
- *begrip van die kompleksiteit en onsekerhede van seleksie en toepassing van gepaste oefeninge, bewegings, inoefenprogramme of tegnieke, soos prestasie ontwikkelingsprogramme, na onbekende probleme soos fisieke agterstande en probleme, binne die dissipline van toegpaste oefenфизиologie en oefenkunde;*
- *die vermoë om verskeie gespesialiseerde vaardighede te gebruik om fisieke fiksheid agterstande en probleme by leerders te identifiseer, te analiseer en aan te spreek deur sistematies gebruik te maak van 'n gepaste kennisbasis en toepaslike metodes vir die dissipline van toegpaste oefenфизиologie 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 oefenфизиologie en oefenkunde ontwikkel;*
- *die vermoë om akademiese, professionele of beroepsidees en tekste effektief vir verskeie gehore aan te bied en te kommunikeer met kreatiewe insigte, akkurate interpretasies en oplossings vir probleme en vraagstukke relevant tot toegepaste oefenфизиologie en oefenkunde;*
- *die vermoë om effektief binne 'n skoolsisteem te funksioneer, of 'n skoolsisteem, soos 'n Liggaamlike Opvoeding program, te bestuur gebaseer op begrip van die rolle en verhoudings tussen die elemente binne die skool en fisieke ontwikkelingsprogram;*
- *die vermoë om leerstrategieë op 'n self-kritiese wyse toe te pas om eie professionele en voortdurende leerbehoefes aan te spreek, asook die professionele en voortdurende leerbehoefes van ander;*
- *die vermoë om volle verantwoordelikheid te neem vir eie werk, leer, besluitneming en gebruik van hulpbronne, asook volle toerekenbaarheid vir die besluite en handeling van ander, waar toepaslik.*

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

Module code / Modulekode: BWOS 612	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Motor learning and development / *Motoriese leer en ontwikkeling*

Module outcomes / Module-uitkomstes:

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

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

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

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

Module code / Modulekode: BWOS 621	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Talent Identification and talent development / Talentidentifisering en -ontwikkeling			

Module outcomes / Module-uitkomstes:

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

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

Na voltooiing van die module behoort die student in staat 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 sporttoetsbatterye, inoefeningsprogramme en ander etiese waardesisteme, binne die Liggaamlike Opvoeding- en Sportafrigtingskonteks 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 -ontwikkelingprogram te bestuur gebaseer op begrip van die rolle en verhoudings tussen die elemente binne die skoolsisteem en talentidentifisering en -ontwikkeling binne die Liggaamlike Opvoedingprogram en die sportprogram van die skool.
- die vermoë om leerstrategieë op 'n self-kritiese wyse toe te pas om eie professionele en voortdurende leerbehoefte aan te spreek, asook die professionele en voortdurende leerbehoefte 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

Module code / Modulekode: BWOS 623	Semester 2	16 Cr / Kr	NQF level / NKR Viak: 8
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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-korrek 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 leerbehoefte aan te spreek, asook die professionele en voortdurende leerbehoefte 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

Module code / Modulekode: BWOS 624	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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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 bestuurstechnieke, 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 Liggamlike Opvoeding en sport te ondersoek om sodoende kreatiewe response vir probleme te 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 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 leerbehoefte aan te spreek, asook die professionele en voortdurende leerbehoefte 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

Module code / Modulekode: CASE 611

Semester 1

16Cr / Kr

NQF level / NKR Vlak: 8

Title / Titel: Curriculum and Assessment Studies in Language Education: Afrikaans / Kurrikulum- en Asseringstudie in Taalonderrig: Afrikaans

Module outcomes / Module uitkomst:

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

- integrated knowledge of the nature and foundations of language policy and planning as well as the relationship between them.
- the ability to compose 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 ability to interpret 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;
- understanding of the complex nature of the integration of assessment of learning and assessment for learning;
- in-depth knowledge and skills in terms of teachers' ethical and professional responsibilities regarding assessment approaches and practices;
- integrated knowledge from recent research on controversial aspects of curriculum, assessment and technology in language teaching;
- demonstrate 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.

Na voltooiing van hierdie module behoort die student die volgende te kan demonstree:

- *geïntegreerde kennis van die aard en grondslae van taalbeleid en -beplanning, asook van die verhouding daartussen.*

- die vaardigheid om 'n kritiese chronologiese oorsig van die ontwikkeling van taalkurrikulumteorie en die impak daarvan op taalkurrikulumontwerp en taalassesseringspraktyk in Suid-Afrika en internasionaal te kan saamstel;
- die vermoë om relevante nasionale beleidsdokumente oor assessering te interpreteer en in staat te wees om binne die nasionale taalassesseringsstelsels te opereer soos wat dit deur die nasionale beleidsdokumente gereguleer word;
- begrip van die komplekse aard van die integrasie van assessering van leer en assessering vir leer;
- diepgaande kennis en vaardighede van onderwysers se etiese en professionele verantwoordelikhede rakende assesseringsbenaderings en -praktyke;
- geïntegreerde kennis, wat uit resente navorsing verkry is, oor kontroversiële aspekte rakende die kurrikulum, assessering en tegnologie in taalonderrig;
- die vermoë om 'n reeks gespesialiseerde vaardighede te gebruik om komplekse probleme te identifiseer, te analiseer en aan te pak, terwyl kennis en gepaste metodes vir die gebruik van multimedia en tegnologie in taalonderrig deurentyd bygetrek word.

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

Module code / Modulekode: CASE 612	Semester 1	16Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Curriculum and Assessment Studies in Language Education: English / Kurrikulum- en Assseringstudie in Taalonderrig: Engels

Module outcomes / Module uitkomst:

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

- integrated knowledge of the nature and foundations of language policy and planning as well as the relationship between them.
- the ability to compose 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 ability interpret 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;
- understanding of the complex nature of the integration of assessment of learning and assessment for learning;
- in-depth knowledge and skills in terms of teachers' ethical and professional responsibilities regarding assessment approaches and practices;
- integrated knowledge from recent research on controversial aspects of curriculum, assessment and technology in language teaching;
- 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.\

Na voltooiing van hierdie module behoort die student die volgende te kan demonstreeer:

- *geïntegreerde kennis van die aard en grondslae van taalbeleid en -beplanning, asook van die verhouding daartussen.*
- *die vaardigheid om 'n kritiese chronologiese oorsig van die ontwikkeling van taalkurrikulumteorie en die impak daarvan op taalkurrikulumontwerp en taalassesseringspraktyk in Suid-Afrika en internasionaal te kan saamstel;*
- *die vermoë om relevante nasionale beleidsdokumente oor assessering te interpreteer en in*

staat te wees om binne die nasionale taalassesseringstelsels te opereer soos wat dit deur die nasionale beleidsdokumente gereguleer word;

- *begrip van die komplekse aard van die integrasie van assessering van leer en assessering vir leer;*
- *diepgaande kennis en vaardighede van onderwysers se etiese en professionele verantwoordelikhede rakende assesseringsbenaderings en -praktyke;*
- *geïntegreerde kennis, wat uit resente navorsing verkry is, oor kontroversiële aspekte rakende die kurrikulum, assessering en tegnologie in taalonderrig;*
- *die vermoë om 'n reeks gespesialiseerde vaardighede te gebruik om komplekse probleme te identifiseer, te analiseer en aan te pak, terwyl kennis en gepaste metodes vir die gebruik van multimedia en tegnologie in taalonderrig deurentyd bygetrek word.*

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

Module code / Modulekode: CASE 613

Semester 1

16Cr / Kr

NQF level / NKR Vlak:

8

Title / Titel: Curriculum and Assessment Studies in Language Education: Sesotho/ Kurrikulum- en Assseringstudie in Taalonderrig: Sesotho

Module outcomes / Module uitkomst:

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

- integrated knowledge of the nature and foundations of language policy and planning as well as the relationship between them.
- the ability to compose 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 ability interpret 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;
- understanding of the complex nature of the integration of assessment of learning and assessment for learning;
- in-depth knowledge and skills in terms of teachers' ethical and professional responsibilities regarding assessment approaches and practices;
- integrated knowledge from recent research on controversial aspects of curriculum, assessment and technology in language teaching;
- 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.\

Na voltooiing van hierdie module behoort die student die volgende te kan demonstreeer:

- *geïntegreerde kennis van die aard en grondslae van taalbeleid en -beplanning, asook van die verhouding daartussen.*
- *die vaardigheid om 'n kritiese chronologiese oorsig van die ontwikkeling van taalkurrikulumteorie en die impak daarvan op taalkurrikulumontwerp en taalassesseringspraktyk in Suid-Afrika en internasionaal te kan saamstel;*
- *die vermoë om relevante nasionale beleidsdokumente oor assessering te interpreteer en in staat te wees om binne die nasionale taalassesseringstelsels te opereer soos wat dit deur die nasionale beleidsdokumente gereguleer word;*

- *begrip van die komplekse aard van die integrasie van assessering van leer en assessering vir leer;*
- *diepgaande kennis en vaardighede van onderwysers se etiese en professionele verantwoordelikhede rakende assesseringsbenaderings en -praktyke;*
- *geïntegreerde kennis, wat uit resente navorsing verkry is, oor kontroversiële aspekte rakende die kurrikulum, assessering en tegnologie in taalonderrig;*
- *die vermoë om 'n reeks gespesialiseerde vaardighede te gebruik om komplekse probleme te identifiseer, te analiseer en aan te pak, terwyl kennis en gepaste metodes vir die gebruik van multimedia en tegnologie in taalonderrig deurentyd bygetrek word.*

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

Module code / Modulekode: CASE 614

Semester 1

16Cr / Kr

NQF level / NKR Vlak:

8

Title / Titel: Curriculum and Assessment Studies in Language Education: Sepedi / Kurrikulum- en Assseringstudie in Taalonderrig:Sepedi

Module outcomes / Module uitkomst:

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

- integrated knowledge of the nature and foundations of language policy and planning as well as the relationship between them.
- the ability to compose 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 ability interpret 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;
- understanding of the complex nature of the integration of assessment of learning and assessment for learning;
- in-depth knowledge and skills in terms of teachers' ethical and professional responsibilities regarding assessment approaches and practices;
- integrated knowledge from recent research on controversial aspects of curriculum, assessment and technology in language teaching;
- 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.\

Na voltooiing van hierdie module behoort die student die volgende te kan demonstreeer:

- *geïntegreerde kennis van die aard en grondslae van taalbeleid en -beplanning, asook van die verhouding daartussen.*
- *die vaardigheid om 'n kritiese chronologiese oorsig van die ontwikkeling van taalkurrikulumteorie en die impak daarvan op taalkurrikulumontwerp en taalassesseringspraktyk in Suid-Afrika en internasionaal te kan saamstel;*
- *die vermoë om relevante nasionale beleidsdokumente oor assessering te interpreteer en in staat te wees om binne die nasionale taalassesseringstelsels te opereer soos wat dit deur die nasionale beleidsdokumente gereguleer word;*
- *begrip van die komplekse aard van die integrasie van assessering van leer en assessering vir leer;*

- *diepgaande kennis en vaardighede van onderwysers se etiese en professionele verantwoordelikhede rakende assesseringsbenaderings en -praktyke;*
- *geïntegreerde kennis, wat uit resente navorsing verkry is, oor kontroversiële aspekte rakende die kurrikulum, assessering en tegnologie in taalonderrig;*
- *die vermoë om 'n reeks gespesialiseerde vaardighede te gebruik om komplekse probleme te identifiseer, te analiseer en aan te pak, terwyl kennis en gepaste metodes vir die gebruik van multimedia en tegnologie in taalonderrig deurentyd bygetrek word.*

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

Module code / Modulekode: CASE 615	Semester 1	16Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Curriculum and Assessment Studies in Language Education: Setswana / Kurrikulum- en Assseringstudie in Taalonderrig:Setswana

Module outcomes / Module uitkomst:

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

- integrated knowledge of the nature and foundations of language policy and planning as well as the relationship between them.
- the ability to compose 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 ability interpret 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;
- understanding of the complex nature of the integration of assessment of learning and assessment for learning;
- in-depth knowledge and skills in terms of teachers' ethical and professional responsibilities regarding assessment approaches and practices;
- integrated knowledge from recent research on controversial aspects of curriculum, assessment and technology in language teaching;
- 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.\

Na voltooiing van hierdie module behoort die student die volgende te kan demonstreeer:

- *geïntegreerde kennis van die aard en grondslae van taalbeleid en -beplanning, asook van die verhouding daartussen.*
- *die vaardigheid om 'n kritiese chronologiese oorsig van die ontwikkeling van taalkurrikulumteorie en die impak daarvan op taalkurrikulumontwerp en taalassesseringspraktyk in Suid-Afrika en internasionaal te kan saamstel;*
- *die vermoë om relevante nasionale beleidsdokumente oor assessering te interpreteer en in staat te wees om binne die nasionale taalassesseringstelsels te opereer soos wat dit deur die nasionale beleidsdokumente gereguleer word;*
- *begrip van die komplekse aard van die integrasie van assessering van leer en assessering vir leer;*
- *diepgaande kennis en vaardighede van onderwysers se etiese en professionele verantwoordelikhede rakende assesseringsbenaderings en -praktyke;*
- *geïntegreerde kennis, wat uit resente navorsing verkry is, oor kontroversiële aspekte rakende die kurrikulum, assessering en tegnologie in taalonderrig;*

- *die vermoë om 'n reeks gespesialiseerde vaardighede te gebruik om komplekse probleme te identifiseer, te analiseer en aan te pak, terwyl kennis en gepaste metodes vir die gebruik van multimedia en tegnologie in taalonderrig deurentyd bygetrek word.*

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

Module code / Modulekode: CASE 616

Semester 1

16Cr / Kr

NQF level / NKR Vlak: 8

Title / Titel: Curriculum and Assessment Studies in Language Education: isiXhosa / *Kurrikulum- en Assseringstudie in Taalonderrig: isiXhosa*

Module outcomes / Module uitkomst:

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

- integrated knowledge of the nature and foundations of language policy and planning as well as the relationship between them.
- the ability to compose 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 ability interpret 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;
- understanding of the complex nature of the integration of assessment of learning and assessment for learning;
- in-depth knowledge and skills in terms of teachers' ethical and professional responsibilities regarding assessment approaches and practices;
- integrated knowledge from recent research on controversial aspects of curriculum, assessment and technology in language teaching;
- 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.\

Na voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis van die aard en grondslae van taalbeleid en -beplanning, asook van die verhouding daartussen.*
- *die vaardigheid om 'n kritiese chronologiese oorsig van die ontwikkeling van taalkurrikulumteorie en die impak daarvan op taalkurrikulumontwerp en taalassesseringspraktyk in Suid-Afrika en internasionaal te kan saamstel;*
- *die vermoë om relevante nasionale beleidsdokumente oor assessering te interpreteer en in staat te wees om binne die nasionale taalassesseringsstelsels te opereer soos wat dit deur die nasionale beleidsdokumente gereguleer word;*
- *begrip van die komplekse aard van die integrasie van assessering van leer en assessering vir leer;*
- *diepgaande kennis en vaardighede van onderwysers se etiese en professionele verantwoordelikhede rakende assesseringsbenaderings en -praktyke;*
- *geïntegreerde kennis, wat uit resente navorsing verkry is, oor kontroversiële aspekte rakende die kurrikulum, assessering en tegnologie in taalonderrig;*
- *die vermoë om 'n reeks gespesialiseerde vaardighede te gebruik om komplekse probleme te identifiseer, te analiseer en aan te pak, terwyl kennis en gepaste metodes vir die gebruik van multimedia en tegnologie in taalonderrig deurentyd bygetrek word.*

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

Module code / Modulekode: CASE 617	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Curriculum and Assessment Studies in Language Education: isiZulu / *Kurrikulum- en Assseringstudie in Taalonderrig: isiZulu*

Module outcomes / Module uitkomst:

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

- integrated knowledge of the nature and foundations of language policy and planning as well as the relationship between them.
- the ability to compose 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 ability interpret 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;
- understanding of the complex nature of the integration of assessment of learning and assessment for learning;
- in-depth knowledge and skills in terms of teachers' ethical and professional responsibilities regarding assessment approaches and practices;
- integrated knowledge from recent research on controversial aspects of curriculum, assessment and technology in language teaching;
- 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.\

Na voltooiing van hierdie module behoort die student die volgende te kan demonstreeer:

- *geïntegreerde kennis van die aard en grondslae van taalbeleid en -beplanning, asook van die verhouding daartussen.*
- *die vaardigheid om 'n kritiese chronologiese oorsig van die ontwikkeling van taalkurrikulumteorie en die impak daarvan op taalkurrikulumontwerp en taalassesseringspraktyk in Suid-Afrika en internasionaal te kan saamstel;*
- *die vermoë om relevante nasionale beleidsdokumente oor assessering te interpreteer en in staat te wees om binne die nasionale taalassesseringstelsels te opereer soos wat dit deur die nasionale beleidsdokumente gereguleer word;*
- *begrip van die komplekse aard van die integrasie van assessering van leer en assessering vir leer;*
- *diepgaande kennis en vaardighede van onderwysers se etiese en professionele verantwoordelikhede rakende assesseringsbenaderings en -praktyke;*
- *geïntegreerde kennis, wat uit resente navorsing verkry is, oor kontroversiële aspekte rakende die kurrikulum, assessering en tegnologie in taalonderrig;*
- *die vermoë om 'n reeks gespesialiseerde vaardighede te gebruik om komplekse probleme te identifiseer, te analiseer en aan te pak, terwyl kennis en gepaste metodes vir die gebruik van multimedia en tegnolgie in taalonderrig deurentyd bygetrek word.*

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

Module code / Modulekode: CEPS 612	Semester 1	8 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Community Educational Psychology / <i>Gemeenskap-Opvoedkundige Sielkunde</i>			
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"> • <i>afgeronde kennis van die teoretiese grondslae van Opvoedkundige Sielkunde soos vervat in die eko-sistemiese perspektief, en van Gemeenskapsielkunde;</i> • <i>afgeronde kennis van die beginsels van gemeenskapsielkunde, insluitende gesondheidsbevordering, en van die verskillende rolspelers in die proses;</i> • <i>geïntegreerde kennis en vaardighede in die toepassing van die teorie oor gemeenskapsielkunde</i> • <i>toegepaste, geïntegreerde kennis, vaardigheid en houdings, sodat ontwikkelingsintervensies uitgevoer kan word om gesondheid en welsyn in verskeie kontekste te bevorder</i> 			
Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand			

Module code / Modulekode: CLIN 611	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Classroom Instruction / <i>Klaskameronderrig</i>			
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"> • <i>omvattende kennis, praktiese vaardighede en houdings ten opsigte van strategiese onderrig sodat effektiewe onderrig-leergeleenthede geïmplementeer kan word in spesifieke leerareas, vakke en kontekste</i> 			
Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand			

Module code / Modulekode: CSIE 611	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Foundations of Information Technology Education / <i>Grondslae van Inligtingstechnologie- onderwys</i>			

Module outcomes / Module-uitkomstes:

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

- 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.

Na voltooiing van die module behoort die student in staat te wees om aan te toon dat hy/sy oor:

- *grondige kennis van huidige navorsing in die veld van IT-onderwys, plaaslik en internasionaal, beskik;*
- *omvattende kennis van die huidige stand van IT-onderwys op sekondêre vlak wêreldwyd beskik;*
- *die vaardigheid beskik om huidige navorsing in die veld van IT-onderwys, 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

Module code / Modulekode: CSIE 612	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
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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:

- 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:

- *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

Module code / Modulekode: CSIE 624	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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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:

- 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:

- *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

Module code / Modulekode: CSIE 626

Semester 2

16 Cr / Kr

NQF level / NKR Vlak: 8

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

Module outcomes / Module-uitkomstes:

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

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

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

- *diepgaande kennis op sekondêre vlak van die praktiese inhoud van RTT aan te toon;*
- *praktiese vaardighede met betrekking tot die ontwerp, ontwikkeling en gevorderde integrering van die onderskeie vaardighede aan te toon;*
- *oor die vermoë te beskik om 'n regte wêreldse probleem op te los en gevorderde databasis, sigblad en webontwerp vaardighede te integreer so wel as gevorderde vaardighede rakende projekbestuur en inligtingsbestuur;*
- *bestaande databasis, sigblad en webblad ontwerpe krities te analiseer;*
- *oor die vermoë te beskik om etiese kwessies rondom webbladontwerp en toepassingsontwikkeling te identifiseer en aan te spreek en krities op die kwessies te reflekteer;*
- *oor die vermoë te beskik om bestaande databasistoepassings en webbladontwerpe krities te evaueer betreffende die ontwerp en ervaring van eindgebruikers;*
- *oor die vermoë te beskik om te kommunikeer en 'n pasgemaakte ontwikkelde oplossing vir 'n regte wêreldse probleem aan te bied;*
- *oor die vermoë te beskik om selfgerigte-leer- strategieë toe te pas om eie professionele en voortdurende leerderbehoefte aan te spreek;*

- oor die vermoë te beskik om volle verantwoordelikheid vir eie werk, leer, besluitneming en gebruik van hulpbronne te neem en volle verantwoordelikheid vir die besluite en aksies van ander te neem wanneer in groepe saamwerk.

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

Module code / Modulekode: CSIE 627⁶

Semester 2

16 Cr / Kr

NQF level / NKR Vlak:

8

Title / Titel: Information Technology: knowledge for education / *Inligtingstegnologie: kennis vir die onderwys*

Module outcomes / Module-uitkomstes:

By completing this module, students should be able to demonstrate the following:

- profound knowledge regarding operating systems, process management, cloud computing and big data;
- profound knowledge regarding program compilation, memory management, binding of variables, process and data abstraction, and semantic models for parameter passing.
- profound knowledge regarding TCP/IP protocols, address and reference mapping, Internet message protocols, protocols involved in network security, symmetric and asymmetric encryption, as well as the programming of several ciphers.
- profound knowledge regarding educational robotics in terms of neural networks, deep learning applications, machine learning overview, chatbots, digital systems, computational thinking, collaborative robots, ethical aspects of AI in education, as well as the programming of robots; and
- the ability to take responsibility and accountability for own tasks and all learning processes involved in this module.

Deur hierdie module te voltooi, behoort studente die volgende te kan demonstreeer:

- *grondige kennis rakende bedryfstelsels, prosesbestuur, wolkverwerking _en groot datastelle;*
- *grondige kennis rakende programkompilering, geheuebestuur, binding van veranderlikes, proses- en data-abstraksie, en semantiese modelle vir parameteroordrag;*
- *grondige kennis rakende TCP/IP-protokolle, adresverwysing en toekenning, Internet-boodskaaprotokolle, protokolle betrokke by netwerksekuriteit, simmetriese en asimmetriese enkripsie, asook die programmering van verskeie transformasies;*
- *diepgaande kennis rakende opvoedkundige robotika in terme van neurale netwerke, diep leertoepassings, oorsig oor masjienleer, kletsbotte, digitale stelsels, berekeningsdenke, samewerkende robotte, etiese aspekte van KI in die onderwys, sowel as die programmering van robotte; en*
- *die vermoë om verantwoordelikheid en aanspreeklikheid te neem vir eie take en alle leerprosesse betrokke by hierdie module.*

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

Module code / Modulekode: CUDE 611	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Curriculum Development / Kurrikulumontwikkeling			
Module outcomes / Module-uitkomstes:			
On completion of the module, the student should be able to:			
<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. 			
<i>Na voltooiing van die module behoort die student in staat te wees om:</i>			
<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			

Module code / Modulekode: EDTM 616	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Introduction to Environmental Education / Inleiding tot Omgewingsopvoeding			
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>			

- '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

Module code / Modulekode: EESD 611	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Introduction to Environmental Education: teaching and learning for social change *Inl*
Omgewingsopvoeding: onderrig
en leer vir sosiale verandering

Module outcomes / Module-uitkomstes:

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

- 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.

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

- '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

Module code / Modulekode: EESD 621	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Education and environmental natural resource Management / Onderwys en omgewings- na Hulpbronbestuur

Module outcomes / Module-uitkomstes:

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

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

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

- *fundamentele begrip van die aard van natuurlike hulpbronne in Suid-Afrika en die buiteland;*
- *die vermoë om die rol van Omgewingsopvoeding in hulpbronbestuur te analiseer;*
- *omvattende kennis van omgewingsbestuur in Suid-Afrika sowel as uitgebreide kennis om verwante beleide en wette te analiseer;*
- *gespesialiseerde kennis van 'n omgewingsbestuursisteem 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

Module code / Modulekode: EESD 622	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Social and ecological issues in Environmental Education / *Sosiale en ekologiese vraagstuk Omgewingsopvoeding*

Module outcomes / Module-uitkomstes:

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

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

Ná afloop van hierdie module behoort die student die volgende kan demonstree:

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

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

Module code / Modulekode: EESD 623	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Environmental awareness and responsibilities / Omgewingsbewustheid en -verantwoordelikheid

Module outcomes / Module-uitkomstes:

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

- Profound and extensive knowledge of teaching and learning for values, and experiential and inquiry learning in environmental education;
- a knowledgeable and critical judgement in identifying opportunities for encouraging the development of a value system in terms of environmental awareness and responsibility, and
- a fundamental understanding and application of the place and influence of culture and indigenous knowledge in environmental perceptions from a global and local perspective.

Ná afloop van hierdie module behoort die student die volgende kan demonstree:

- Diepgaande en uitgebreide kennis van onderrig en leer vir waardes, en ervarings- en ondersoekleer in omgewingsopvoeding;
- 'n kundige en kritiese oordeel in die identifisering van geleenthede om die ontwikkeling van 'n waardestelsel aan te moedig in terme van omgewingsbewustheid en verantwoordelikheid, en
- 'n fundamentele begrip en toepassing van die plek en invloed van kultuur en inheemse kennis in omgewingspersepsies vanuit 'n globale en plaaslike perspektief.

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

Module code / Modulekode: EMLO 611	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Education management and organisations / Onderwysbestuur en –organisasies

Module outcomes / Module-uitkomstes:

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

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

Na afhandeling van hierdie module moet die student demonstreeer dat die volgende bemeester is:

- *die verstaan van die struktuur en funksionering van die werksplek waarbinne onderwysbestuurshandelinge uitgevoer word;*
- *die nodige kennis en insig in die ekologie (kultuur en klimaat); verandering en ontwikkeling van die onderwysorganisasie;*
- *'n grondige kennis en insig in onderwysbestuur as wetenskaplike veld van ondersoek, en*
- *om te kan onderskei tussen die bestuurstake (hoe om te bestuur) en die bestuursareas (wat om te bestuur), en in staat wees om die bestuurshandelinge te kan toepas ten einde 'n effektiewe onderwysbestuurspraktyk te kan verseker.*

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

Module code / Modulekode: ENLG 679	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Applied Language Studies

Module outcomes / Module-uitkomstes:

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

- 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

Module code / Modulekode: EPSY 615	Semester 1	12 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Counselling and Career Theories, Ethics and the Law / *Berading en Loopbaanteorieë, Etiek en die Reg*

Module outcomes / Module-uitkomstes:

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

- 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.
- 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.

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

- *begrip te demonstreeer van menslike ervarings, probleme, gedrag en verskynsels in diverse sosiale, kulturele en linguistieke kontekste vanuit 'n eksosistemiese standpunt en Afrosentriese benadering.*
- *probleme op te los en psigo-opvoedkunde te onderneem deur gebruik te maak van Egan se probleemhantering, geleentheidsontwikkeling-benadering en kommunikasievaardighede.*
- *afgeronde kennis te demonstreeer van die bydrae, sterktes, beperkings en toepassings van verskillende beradings- en loopbaanteorieë.*
- *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.*

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

Module code / Modulekode: EPSY 616	Semester 1	12 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Psychopathology and Neuropsychology / *Psigopatologie en Neuropsigologie*

Module outcomes / Module-uitkomstes:

On completion of the module, the student will demonstrate:

- 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.

Ná voltooiing van die module sal die student die volgende kan demonstreer:

- *omvattende, sistematiese en geïntegreerde kennis van psigopatologie en etiologie by kinders, adolessente en volwassenes vanuit sowel 'n Westerse as 'n Afrika-perspektief.*
- *goeie begrip van die DSM-5-klassifikasiesistelsel en die vermoë om die kennis toe te pas.*
- *kritiese kennis en begrip van die etiese- en regs-dilemmas en/of oorwegings van toepassing op die identifisering van patologie.*
- *hul bevindinge/gevolgtrekkings duidelik met ander tersaaklike kundiges te kommunikeer vir hoërde-ingrypings en ondersteuning.*
- *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 tegnologiese gebruik te maak.*
- *basiese kennis en begrip van die veld van neurosielkunde, met spesifieke klem op neuro-ontwikkeling en brein–gedrag-verhoudings.*

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

Module code / Modulekode: EPSY 617	Semester 1	12 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Theories of Life-long Learning / *Teorieë van Lewenslange Leer*

Module outcomes / Module-uitkomstes:

On completion of the module, students should be equipped with:

- 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.

Ná voltooiing van die module behoort die student toegerus wees met:

- *geïntegreerde kennis van die teoretiese onderstuttings van teorieë van lewenslange leer en kritiese begrip.*
- *vermoë om hierdie teorieë relevant tot die veld van opvoedkundige sielkunde, 'n Afrosentriese perspektief in te sluit, toe te pas.*

- *vermoë om opvoedkundige sielkunde-teorieë, -metodologieë en tegnieke relevant tot gedrags-, kognitiewe en sosiale sienings van leer, krities te verenig.*
- *geïntegreerde begrip van hoe gedrags-, kognitiewe en sosiale sienings van leer hul eie persoonlike praktyk inlig.*

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

Module code / Modulekode: EPSY 625	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Applied Psycho-Educational Interventions / *Toegepaste Psigo-Opvoedkundige Intervensies*

Module outcomes / Module-uitkomstes:

On completion of the module, the student will demonstrate:

- 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;
- ability to assume responsibility for own work, decision-making and use of resources in community and educational contexts.

Ná voltooiing van die module, sal die student die volgende kan demonstreeer:

- *vermoë om gespesialiseerde kennis, vaardighede en houdings betreffende opvoedkundige sielkunde-praktyk in diverse lewenswerklike kontekste te kies en toe te pas.*
- *vermoë om potensiële etiese probleme in die toepassing van psigo-opvoedkundige praktyk te identifiseer en te hanteer.*
- *begrip van die rol van onderwysers soos voorgeskryf deur SARO en die rol van 'n opvoedkundige sielkundige soos voorgeskryf deur die gesondheidsraad (HPCSA).*
- *nakoming van die professionele gedragskode vir onderwysers soos voorgeskryf deur SARO en die NWU.*
- *vermoë om effektief binne 'n multiprofessionele, transdissiplinêre stelsel as 'n honneursstudent in Opvoedkundige Sielkunde te funksioneer.*
- *vermoë om verantwoordelikheid te aanvaar vir eie werk, besluitneming en die gebruik van hulpbronne in gemeenskaps- en opvoedkundige kontekste.*

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

Module code / Modulekode: EPSY 626	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Community Educational Psychology / *Gemeenskapsopvoedkundige Sielkunde*

Module outcomes / Module-uitkomstes:

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

- 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.

Ná voltooiing van die module, sal die student die volgende kan demonstreer:

- *geïntegreerde kennis van die teoretiese onderstuttings van opvoedkundige sielkunde in verhouding tot gemeenskapsielkunde, met klem op die Afrosentriese perspektief.*
- *kritiese begrip van sielkundige teorieë, metodologieë en tegnieke relevant tot die bevordering van gemeenskapswelstand in diverse kontekste.*
- *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.*
- *vermoë om gesondheidsbevorderingkennis in die Suid-Afrikaanse konteks toe te pas.*

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

Module code / Modulekode: EPSY 627	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Psychometry and Assessment / *Psigometrie en Assessering*

Module outcomes / Module-uitkomstes:

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

- 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.

Na voltooiing van die module, sal die student die volgende kan demonstreer:

- *geïntegreerde teoretiese kennis van psigometriese meting en die grondbeginsels van psigometrie in die Suid-Afrikaanse konteks.*
- *kritiese begrip van betroubare psigometriese assesserings, en verantwoordelike gebruik van verskeie psigometriese toetse relevant tot die Suid-Afrikaanse konteks.*
- *kritiese begrip van die komplekse aard van geskikte toetsbatterye vir 'n spesifieke doel om verskeie behoeftes binne spesifieke diverse kontekste aan te roer.*
- *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.*
- *die vermoë om kultureel regverdige psigologiese assesserings te beoordeel met spesifieke verwysing na die Suid-Afrikaanse kultuur.*
- *begrip van hul sosiale-, burgerlike- en omgewingsaanspreeklikheid binne die konteks van die uitvoering van psigometriese assesserings, neuropsigologiese assessering sowel as studievaardighede, loopbaanvoorligting en leerondersteuning.*

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

Module code / Modulekode: E RTP 671	Semester 1 & 2	46 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Educational Research Theory and Practice / *Opvoedkundige Navorsingsteorie en –praktyk*

Module outcomes / Module-uitkomstes:

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

- 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.

Na voltooiing van die module behoort die student in staat te wees om die volgende te kan demonstreeer:

- *’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 kompleksiteite 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 / Voltyds / Deeltyds / Afstand

Module code / Modulekode: FLCE 621	Semester 2	8 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Facilitation and Lay Counselling for Educators / *Fasilitering en Lekeberading vir Opvoeders*

Module outcomes / Module-uitkomstes:

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

- basic knowledge, skills and attitudes that will enable them to support learners who need guidance or who experience life problems, and refer those learners who are in need of specialised counseling;
- basic knowledge, skills and attitudes that will enable them to identify a range of emotional and social problems in children and adolescents, as barriers to learning, to refer those learners who are in need of specialised counseling or therapy and to provide support;
- knowledge, skills and attitudes regarding the identification of a range of emotional and social problems in children and adolescents;
- knowledge, skills and attitudes regarding the referral of those learners for specialised counseling or therapy;
- knowledge, skills and attitudes regarding the provision of support from an eco-systemic approach;

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

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

- *dat basiese kennis, vaardighede en houdings geïntegreer kan word sodat leerders wat steun benodig of wat lewensprobleme ervaar, ondersteun kan word, en om daardie leerders wat gespesialiseerde berading benodig, te verwys;*
- *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 benodig, te verwys;*
- *dat kennis, vaardighede en houdings in die identifisering van emosionele en sosiale probleme by kinders en adolessente gedemonstreer word;*
- *dat kennis, vaardighede en houdings ten opsigte van die verwysing van leerders wat gespesialiseerde berading of terapie benodig, verwerf is demonstreer;*
- *dat kennis, vaardighede en houdings ten opsigte van ondersteuning vanuit 'n ekosistemiese perspektief verwerf is;*
- *watter komplekse begrip dit verg om leerders wat steun benodig of wat lewensprobleme ervaar, te ondersteun, asook om daardie leerders wat gespesialiseerde berading benodig, te verwys;*
- *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 benodig, te verwys;*
- *die vermoë om verskeie gespesialiseerde metodes te gebruik om leerders wat steun benodig of wat lewensprobleme ervaar, te kan ondersteun, en om daardie leerders wat gespesialiseerde berading benodig, te verwys;*

- *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 benodig, te verwys;*
- *'n vermoë om etiese kwessies te identifiseer en te hanteer gedurende die hulpverleningsproses aan leerders met emosionele problematiek;*
- *'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;*
- *'n vermoë om binne die ekosistemiese raamwerk te funksioneer waar 'n groot aantal faktore in ag geneem word in die leke-beradingsproses;*
- *'n vermoë om leerstrategiee toe te pas wat die ontwikkeling in 'n effektiewe lekeberader sal fasiliteer.*

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

Module code / Modulekode: GEOE 621	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Teaching and Learning in Geography Education : Environmental Education / *Onderrig en leer in Geografie-onderwys: Omgewingsonderwys*

Module outcomes / Module-uitkomstes:

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

- 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.

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

- *uitgebreide, sistematiese en diep kennis tov die ontologiese en epistemologiese ontwikkelinge in Geografie-onderwys;*
- *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 skoolfases gebaseer is, te kan implementeer;*

- die vermoë om komplekse en swak gedefinieerde probleme in die onderrig, leer en assessering van Geografie-onderwys met behulp van toepaslike navorsingsmetodes, -tegnieke en -tegnologie, beide individueel en in groepsverband, te kan analiseer en evalueer, en oplossings gebaseer op teoriegedrewe bewyse en navorsingsbevindings te kan voorstel;
- 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-onderwys in 'n eties en professioneel te kan benader en uit te voer.

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

Module code / Modulekode: GEOE 622	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Information & Communication Technology (ICT) in Geography Education / *Inligtings- & Kommunikasietegnologie (IKT) in Geografie-onderwys*

Module outcomes / Module-uitkomstes:

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

- 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:

- *’n grondige en uitgebreide kennis van IKT (die omvang van die IKT onderrigsituasie en -beleide van eerste wêreldlande) in praktykgerigte Geografie-onderwys 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-Onderwys, die teorie en navorsing van Geo-ruimtelike tegnologieë te ondersoek, asook die effektiewe implementering van Geo-ruimtelike tegnologieë soos Google Earth in praktyk kan evalueer;*
- *die vermoë om die leerteorieë wat Vervlegde Leer ondersteun te kan begrond, en met onderrig- en leerstrategieë in Geografie-Onderwys te kan belyn deur dit krities te analiseer binne die raamwerk van Geo-ruimtelike denke;*
- *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 uitkomst op die mees effektiewe wyse te bereik en tydens die beoogde geïntegreerde assessering bevoegdhede in die professionele hantering en aanwending van IKT in Geografie onderwys te kan demonstreer; (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-Onderwys geïntegreerd te kan illustreer in die toepassing daarvan in die ontwerp (en motivering) van lesse vir eerstewêreld-klaskamers met alternatiewe vir derdewêreld-klaskamers.*

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

Module code / Modulekode: HISE 611	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
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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:

- 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 demonstreeer:

- *'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- kurrikula van die verlede en hede in die VOO-fase en om hul waarde en / of tekortkominge in die onderrigmetodiek van Geskiedenis op die VOO-vlak te bepaal;*
- *'n vermoë om op bekwame 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

Module code / Modulekode: HISE 621	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Teaching, Learning and Assessment in History Education / *Onderrig, Leer en Assessering 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 Departement.

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

- *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 impakteer 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

Module code / Modulekode: HISE 622	Semester 2	8 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: South African Heritage and Indigenous Knowledge Systems in History Education / *Suid-Afrikaanse Erfenis en inheemse kennisstelsels in Geskiedenis-onderwys*

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 demonstreeer:

- *’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-onderwys;*
- *’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

Module code / Modulekode: IELS 671	Semester 1 & 2	32 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Inclusive Education and Learning Support / *Inklusiewe Onderwys en Leerderondersteuning*

Module outcomes / Module-uitkomstes:

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

- 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

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

- *in geïntegreerde en in-diepte kennis sowel as in omvattende begrip van die omvang van die teorieë oor Inklusiewe Onderwys;*
- *geïntegreerde kennis en vaardighede om verskillende Inklusiewe Onderwys teoretiese perspektiewe krities te analiseer en te evalueer;*
- *in hoë vlak van bevoegdheid om die verskillende Inklusiewe Onderwys teoretiese perspektiewe in in verskeidenheid kontekste toe te pas;*
- *geïntegreerde kennis en vaardighede om verskeie leerondersteuningsbenaderings en tegnieke in in inklusiewe onderwys benadering ten opsigte van leerders se diverse behoeftes in in verskeidenheid van kontekste te analiseer en krities te evalueer;*
- *geïntegreerde kennis van die verskillende fases in die leerondersteuningsproses en die toepassing daarvan op die beplanning van ondersteuning vir leerders met hindernisse tot leer;*
- *in toepaslike professionele houding teenoor etiese beginsels wat verband hou met die teoretiese perspektiewe van Inklusiewe Onderwys sowel as leerondersteuning benaderings en tegnieke*

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

Module code / Modulekode: LERM 611	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Language Education Research Methodology / Taalonderrignavorsingsmetodologie

Module outcomes / Module uitkomst:

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

- the ability to attain, integrate and apply knowledge of the broad field of Language Education Research and language teaching practice and understanding of recent trends and theories in the field and engagement in the practice of research concerning relevant issues and problems

within the field of language education in order to be able to identify a researchable and research-worthy problem

- an ability to access and gather information on a given topic within a specialised field of language education, and to critically interrogate and synthesise applicable academic literature within the three fields of Language Education in order to formulate and justify a considered research problem;
- knowledge of the nature of relevant research methods associated with the field of language education and the ability to investigate the application and evaluate the appropriateness of selected qualitative and quantitative methods for research regarding different topics within the field of language education;
- the ability to apply acquired knowledge of the different fields of language education research, prominent theories associated with the field, trends within the field and the qualitative and quantitative methods relevant to the field of language education research and to evaluate the appropriateness of research designs and methods applied in selected research articles;
- an awareness of the importance of ethics within the field of language education research and to evaluate the degree of compliance with required ethical principles by authors of selected research articles.

Na die suksesvolle voltooiing van hierdie module sal die student die volgende demonstreeer:

- *die vermoë om kennis van die breë gebied van taalonderwysnavorsing en -praktyk te verkry, te integreer en toe te pas en om resente tendense en teorieë binne die gebied te verstaan en betrokke te raak by die navorsingspraktyk aangaande relevante kwessies en probleme binne die gebied van taalonderwys ten einde 'n navorsbare en navorsingswaardige probleem te kan identifiseer;*
- *die vermoë om inligting oor 'n gegewe onderwerp binne 'n gespesialiseerde gebied van taalonderrig te verkry en om toepaslike akademiese literatuur binne die drie gebiede van taalonderwys krities te ondersoek en te sintetiseer ten einde 'n bepaalde navorsingsprobleem te formuleer en te regverdig;*
- *kennis oor die aard van relevante navorsingsmetodes wat op die gebied van taalonderwysnavorsing gebruik word en die vermoë om die toepaslikheid van die gekose kwalitatiewe en kwantitatiewe metodes vir navorsing rakende verskillende onderwerpe binne die gebied van taalonderrig te ondersoek en te evalueer;*
- *die vermoë om verworwe kennis vanuit die verskillende gebiede van taalonderrignavorsing, leidende teorieë wat met die gebied geassosieer word, en tendense binne die veld en die relevante kwalitatiewe en kwantitatiewe metodes in die gebied van taalonderrignavorsing toe te*

pas en om die toepaslikheid van navorsingsontwerpe en -metodes te evalueer soos dit toepassing gevind het in bepaalde navorsingsartikels;

- *'n bewustheid van die belangrikheid van etiek binne die gebied van taalonderrighavorsing te kweek en om die mate van voldoening aan vereiste etiese beginsels deur outeurs van geselekteerde navorsingsartikels te evalueer.*

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

Module code / Modulekode: LERP 671	Semester 1	30 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Language Education Research Project / *Taalonderrighavorsingsprojek*

Module outcomes / Module uitkomst:

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

- the ability to apply acquired knowledge of the different fields of language education research, namely Language Teaching, Learning and Assessment, Literature Education and Linguistics Education, as well as prominent theories associated with these fields, and knowledge of qualitative and quantitative methods relevant to these fields of language education to identify a researchable and research-worthy problem as well as to formulate the problem statement and research questions of his/her own research project;
- the ability to apply attained knowledge of qualitative and quantitative methods commonly associated with language education research in order to select an appropriate research design and methods for his/her own research project;
- the ability to access and gather information relevant to the identified research problem to be able to construct a conceptual framework for his/her research project and to prepare a proposal for his/her own research project; conduct his/her project under supervision; by putting into practice their theoretical knowledge of relevant aspects of language education research and by writing a scientific report on the conducted research;
- the ability to apply attained knowledge of ethical principles and requirements when conducting research within the field of language education.

Na voltooiing van hierdie module behoort die student die volgende te kan demonstreeer:

- *die vermoë om verworwe kennis van die verskillende gebiede van taalonderwysnavorsing, naamlik Taalonderrig, -leer en -assessering, Letterkunde-onderdig en Taalkunde-onderdig, asook prominente teorieë wat met hierdie gebiede verband hou, en kennis van relevante kwalitatiewe en kwantitatiewe metodes binne hierdie taalonderwysnavorsingsgebiede, toe te pas om 'n toepaslike en navorsingswaardige probleem te identifiseer en om die probleemstelling en navorsingsvrae van sy / haar eie navorsingsprojek te formuleer;*
- *die vermoë om verworwe kennis oor kwalitatiewe en kwantitatiewe metodes wat algemeen met taalonderrighavorsing geassosieer word, toe te pas ten einde 'n toepaslike navorsingsontwerp en geskikte metodes vir sy / haar eie navorsingsprojek te kies;*
- *die kundigheid en vaardigheid om informasie rakende die geïdentifiseerde navorsingsprobleem te kan bekom en in te samel, om 'n konseptuele raamwerk vir sy / haar navorsingsprojek te kan konstrueer, 'n voorstel vir sy / haar eie navorsingsprojek te kan saamstel en om sodanige projek met studiebegeleiding te kan uitvoer deur sy / haar teoretiese kennis van relevante aspekte van taalonderwysnavorsing in die praktyk toe te pas en deur 'n wetenskaplike verslag oor die uitgevoerde navorsing te skryf;*

- die bevoegdheid om kennis van etiese navorsingsbeginsels en -vereistes by die uitvoer van navorsing binne die gebied van taalonderrig toe te pas.

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

Module code / Modulekode: LIFE 621	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Environmental Education for Life Sciences Teaching / Omgewingsopvoeding vir Lewenswetenskappe-onderrig

Module outcomes / Module-uitkomstes:

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

- 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.

Aan die einde van die module behoort die studente:

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

- *die belangrikheid van 'n positiewe ingesteldheid en houding om as kurrikulumdeskundige te kan optree, te besef en waardeer.*

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

Module code / Modulekode: LIFE 622	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Interdisciplinary perspectives on core aspects in bioethics / *Interdissiplinêre perspektiewe in kernaspekte in Bio-etiek*

Module outcomes / Module-uitkomstes:

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

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

Aan die einde van die module behoort die studente

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

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

Module code / Modulekode: LINE 621	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Linguistics for Educators: Afrikaans / *Linguistiek vir Taalonderwysers: Afrikaans*

Module outcomes / Module uitkomst:

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

- integrated knowledge of the structure and vocabulary of Afrikaans in order to identify inappropriate language usage within a specific context;
- apply the linguistic concepts in analysis of the linguistic mastery displayed by learners at various levels of language acquisition and diagnose problems in learner language;
- apply knowledge to investigate probable causes for inappropriate learner language usage and develop remedial strategies for a specific learner scenario within the context of the South African language teaching system.

Module-uitkomst: Na voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis oor die struktuur en woordeskat van Afrikaans ten einde ongepaste taalgebruik binne 'n spesifieke konteks te kan identifiseer;*
- *die vermoë om taalkundige konsepte toe te pas vir die ontleding van die mate van taalbeheersing wat leerders, wat op verskillende vlakke van taalverwerwing verkeer, vertoon asook vir die diagnose van probleme by leerdertaal;*
- *die vaardigheid om verworwe kennis toe te pas om moontlike oorsake van ongepaste leerdertaalgebruik te ondersoek en om remediërende strategieë vir 'n spesifieke leerderscenario binne die konteks van die Suid-Afrikaanse taalonderrigstelsel te ontwikkel.*

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

Module code / Modulekode: LINE 622	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Linguistics for Educators: English / *Linguistiek vir Taalonderwysers: Engels*

Module outcomes / Module uitkomst:

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

- integrated knowledge of the structure and vocabulary of English in order to identify inappropriate language usage within a specific context;
- apply the linguistic concepts in analysis of the linguistic mastery displayed by learners at various levels of language acquisition and diagnose problems in learner language;
- apply knowledge to investigate probable causes for inappropriate learner language usage and develop remedial strategies for a specific learner scenario within the context of the South African language teaching system.

Module-uitkomst: Na voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis oor die struktuur en woordeskat van Engels ten einde ongepaste taalgebruik binne 'n spesifieke konteks te kan identifiseer;*

- *die vermoë om taalkundige konsepte toe te pas vir die ontleding van die mate van taalbeheersing wat leerders, wat op verskillende vlakke van taalverwerwing verkeer, vertoon asook vir die diagnose van probleme by leerdertaal;*
- *die vaardigheid om verworwe kennis toe te pas om moontlike oorsake van ongepaste leerdertaalgebruik te ondersoek en om remediërende strategieë vir 'n spesifieke leerdersscenario binne die konteks van die Suid-Afrikaanse taalonderrigstelsel te ontwikkel.*

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

Module code / Modulekode: LINE 623	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Linguistics for Educators: Sesotho / *Linguistiek vir Taalonderwysers: Sesotho*

Module outcomes / Module uitkomst:

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

- integrated knowledge of the structure and vocabulary of Sesotho in order to identify inappropriate language usage within a specific context;
- apply the linguistic concepts in analysis of the linguistic mastery displayed by learners at various levels of language acquisition and diagnose problems in learner language;
- apply knowledge to investigate probable causes for inappropriate learner language usage and develop remedial strategies for a specific learner scenario within the context of the South African language teaching system.

Module-uitkomst: Na voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis oor die struktuur en woordeskat van Sesotho ten einde ongepaste taalgebruik binne 'n spesifieke konteks te kan identifiseer;*
- *die vermoë om taalkundige konsepte toe te pas vir die ontleding van die mate van taalbeheersing wat leerders, wat op verskillende vlakke van taalverwerwing verkeer, vertoon asook vir die diagnose van probleme by leerdertaal;*
- *die vaardigheid om verworwe kennis toe te pas om moontlike oorsake van ongepaste leerdertaalgebruik te ondersoek en om remediërende strategieë vir 'n spesifieke leerdersscenario binne die konteks van die Suid-Afrikaanse taalonderrigstelsel te ontwikkel.*

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

Module code / Modulekode: LINE 624	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Linguistics for Educators: Sepedi / *Linguistiek vir Taalonderwysers: Sepedi*

Module outcomes / Module uitkomst:

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

- integrated knowledge of the structure and vocabulary of Sepedi in order to identify inappropriate language usage within a specific context;
- apply the linguistic concepts in analysis of the linguistic mastery displayed by learners at various levels of language acquisition and diagnose problems in learner language;
- apply knowledge to investigate probable causes for inappropriate learner language usage and develop remedial strategies for a specific learner scenario within the context of the South African language teaching system.

Module-uitkomst: Na voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis oor die struktuur en woordeskat van Sepedi ten einde ongepaste taalgebruik binne 'n spesifieke konteks te kan identifiseer;*
- *die vermoë om taalkundige konsepte toe te pas vir die ontleding van die mate van taalbeheersing wat leerders, wat op verskillende vlakke van taalverwerwing verkeer, vertoon asook vir die diagnose van probleme by leerdertaal;*
- *die vaardigheid om verworwe kennis toe te pas om moontlike oorsake van ongepaste leerdertaalgebruik te ondersoek en om remediërende strategieë vir 'n spesifieke leerdersscenario binne die konteks van die Suid-Afrikaanse taalonderrigstelsel te ontwikkel.*

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

Module code / Modulekode: LINE 625	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Linguistics for Educators: Setswana / *Linguistiek vir Taalonderwysers: Setswana*

Module outcomes / Module uitkomst:

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

- integrated knowledge of the structure and vocabulary of Setswana in order to identify inappropriate language usage within a specific context;
- apply the linguistic concepts in analysis of the linguistic mastery displayed by learners at various levels of language acquisition and diagnose problems in learner language;
- apply knowledge to investigate probable causes for inappropriate learner language usage and develop remedial strategies for a specific learner scenario within the context of the South African language teaching system.

Module-uitkomst: Na voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis oor die struktuur en woordeskat van Setswana ten einde ongepaste taalgebruik binne 'n spesifieke konteks te kan identifiseer;*
- *die vermoë om taalkundige konsepte toe te pas vir die ontleding van die mate van taalbeheersing wat leerders, wat op verskillende vlakke van taalverwerwing verkeer, vertoon asook vir die diagnose van probleme by leerdertaal;*
- *die vaardigheid om verworwe kennis toe te pas om moontlike oorsake van ongepaste leerdertaalgebruik te ondersoek en om remediërende strategieë vir 'n spesifieke leerdersscenario binne die konteks van die Suid-Afrikaanse taalonderrigstelsel te ontwikkel.*

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

Module code / Modulekode: LINE 626	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Linguistics for Educators: isiXhosa / *Linguistiek vir Taalonderwysers: isiXhosa*

Module outcomes / Module uitkomst:

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

- integrated knowledge of the structure and vocabulary of isiXhosa in order to identify inappropriate language usage within a specific context;
- apply the linguistic concepts in analysis of the linguistic mastery displayed by learners at various levels of language acquisition and diagnose problems in learner language;

- apply knowledge to investigate probable causes for inappropriate learner language usage and develop remedial strategies for a specific learner scenario within the context of the South African language teaching system.

Module-uitkomst: Na voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis oor die struktuur en woordeskat van isiXhosa ten einde on gepaste taalgebruik binne 'n spesifieke konteks te kan identifiseer;*
- *die vermoë om taalkundige konsepte toe te pas vir die ontleding van die mate van taalbeheersing wat leerders, wat op verskillende vlakke van taalverwerwing verkeer, vertoon asook vir die diagnose van probleme by leerdertaal;*
- *die vaardigheid om verworwe kennis toe te pas om moontlike oorsake van on gepaste leerdertaalgebruik te ondersoek en om remediërende strategieë vir 'n spesifieke leerdersscenario binne die konteks van die Suid-Afrikaanse taalonderrigstelsel te ontwikkel.*

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

Module code / Modulekode: LINE 627	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Linguistics for Educators: isiZulu / *Linguistiek vir Taalonderwysers: isiZulu*

Module outcomes / Module uitkomst:

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

- integrated knowledge of the structure and vocabulary of isiZulu in order to identify inappropriate language usage within a specific context;
- apply the linguistic concepts in analysis of the linguistic mastery displayed by learners at various levels of language acquisition and diagnose problems in learner language;
- apply knowledge to investigate probable causes for inappropriate learner language usage and develop remedial strategies for a specific learner scenario within the context of the South African language teaching system.

Module-uitkomst: Na voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis oor die struktuur en woordeskat van isiZulu ten einde on gepaste taalgebruik binne 'n spesifieke konteks te kan identifiseer;*
- *die vermoë om taalkundige konsepte toe te pas vir die ontleding van die mate van taalbeheersing wat leerders, wat op verskillende vlakke van taalverwerwing verkeer, vertoon asook vir die diagnose van probleme by leerdertaal;*
- *die vaardigheid om verworwe kennis toe te pas om moontlike oorsake van on gepaste leerdertaalgebruik te ondersoek en om remediërende strategieë vir 'n spesifieke leerdersscenario binne die konteks van die Suid-Afrikaanse taalonderrigstelsel te ontwikkel.*

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

Module code / Modulekode: LOHO 611	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Theories and Perspectives / *Teorieë en Perspektiewe*

Module outcomes / Module-uitkomstes:

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

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

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

- *pas kennis van Lewensoriëntering in Onderwys toe;*
- *demonstreeer 'n begrip van die teorieë en perspektiewe, navorsingsmetodologieë, metodes en tegnieke tersaaklik op die gebied van Lewensoriëntering; asook 'n begrip van hoe om sodanige kennis in die besondere konteks van Onderwys toe te pas;*
- *'n vermoë om 'n reeks gespesialiseerde vaardighede aan te wend om ingewikkelde probleme op die gebied van Lewensoriëntering te identifiseer, te ontleed en aan te spreek;*
- *'n vermoë om etiese kwessies, gegrond op kritiese besinning oor die geskiktheid van verskillende etiese waardestelsels vir spesifieke kontekste van Onderwys, te identifiseer en aan te spreek;*
- *'n vermoë om inligtingversameling en bestuursprosesse in Lewensoriënteringskontekste krities te oorweeg om kreatiewe response op probleme en kwessies te ontwikkel;*
- *'n vermoë om akademiese en professionele idees en tekste doeltreffend aan 'n omvang gehore aan te bied en te kommunikeer deur kreatiewe insigte, nugesette 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;*

- *in 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

Module code / Modulekode: LOHO 621	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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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:

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

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

Module code / Modulekode: LOHO 622	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Community Engagement / *Gemeenskapsverbintenis*

Module outcomes / Module-uitkomstes:

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

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

Na suksesvolle voltooiing van hierdie module moet die student die volgende kan demonstreeer:

- *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;*
- *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;*
- *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*
- *die vermoë om sensitief te wees vir etiese optrede in gemeenskapsinteraksie.*

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

Module code / Modulekode: LOHO
671

Semester 1 & 2

32 Cr / Kr

NQF level / NKR Vlak: 8

Title / Titel: Guidance and Support / *Begeleiding en ondersteuning*

Module outcomes / Module-uitkomstes:

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

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

Na suksesvolle voltooiing van die module moet die studente die volgende kan demonstreeer:

- *’n geïntegreerde kennis en kritiese begrip van persoonlike ontwikkeling, begeleidings- en ondersteuningsprosesse, hoe om veranderingsagente te wees en welstand te bevorder;*
- *betrokkenheid by en die toepassing van bogenoemde wat op die Lewensoriëntering-onderwyser betrekking het;*
- *’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;*
- *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;*
- *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*
- *om doeltreffend binne ’n span/groep/sisteem te werk en laasgenoemde in enige gegewe dissipline- verwante konteks te bestuur, ten einde begeleidings- en ondersteuningsprobleme aan te spreek, die vordering van die span/groep/proses te monitor en verantwoordelikheid vir taakuitkomst en die aanwending van toepaslike hulpbronne te neem.*

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

Module code / Modulekode: LTCA	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak:
671			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:

- 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

Module code / Modulekode: LTFR 621	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Foundations of Reading

Module outcomes / Module-uitkomstes:

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

- 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

Module code / Modulekode: LTLL 611	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Language and Literature Studies

Module outcomes / Module-uitkomstes:

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

- 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

Module code / Modulekode: MATD 611	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Mathematics Education in Perspective / *Wiskunde-Onderwys in Perspektief*

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:

- 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.

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

- *die oorsprong, ontwikkeling en kulturele bepaling van wiskunde en wiskunde-onderwys as menslike handeling en velde van ondersoek;*
- *eksemplare van fundamentele filosofiese, kulturele, teoretiese en praktiese perspektiewe op en in die velde van wiskunde en wiskunde-onderwys;*
- *'n eie begronde beskouing oor wiskunde en wiskunde-onderwys.*

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

Module code / Modulekode: MATD 622	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Mathematics Learning and Teaching / *Wiskundeleer en -onderrig*

Module outcomes / Module-uitkomstes:

On completion of this module, students demonstrate that they have acquired comprehensive knowledge and understanding, high-level skill, and appropriate dispositions and values with respect to:

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

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

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

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

Module code / Modulekode: MATE 671	Semester 1 & 2	32 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Mathematical knowledge for teaching / *Wiskundekennis vir Onderwys*

Module outcomes / Module-uitkomstes:

On completion of this module, students demonstrate that they have acquired comprehensive knowledge and understanding, high-level skill, and appropriate dispositions and values with respect to:

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

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

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

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

Module code / Modulekode: OMBO 613	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Introduction to GIS / *Inleiding tot GIS*

Module outcomes / Module-uitkomstes:

At the end of the module the student should be able to demonstrate:

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

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

- *geïntegreerde kennis van en betrokkenheid in GIS en 'n kritiese begrip en toepassing van teorieë en tegnieke relevant tot GIS;*
- *die vermoë om ruimtelike data in te samel en te bestuur in beide lêerformaat en in 'n databasisbestuurstelformaat en die komplekse aard van ruimtelike data en hoe dit verskil van nie-ruimtelike data te verstaan;*
- *die vermoë om toepaslike ruimtelike data te kan selekteer en die effektiwiteit daarvan krities te beoordeel met die oog op kaartproduksie;*
- *kritiese begrip toon van hoe GIS bestuursbesluite kan ondersteun;*
- *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.*

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

Module code / Modulekode: OMBO 621	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: 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:

- 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;
- 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.

Na voltooiing van die module, moet die student die volgende kan demonstree:

- *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 veelvoudige 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 waterhulpbronbestuur 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

Module code / Modulekode: OMBO 684	Semester 1 & 2	16 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: GIS Applications / GIS Toegepassings			
Module outcomes / Module-uitkomstes:			

<ul style="list-style-type: none"> • See yearbook of The School of Environmental Sciences and Development (Faculty of Natural Sciences) • <i>Sien jaarboek van Skool van Omgewingswetenskappe en –ontwikkeling (Fakultiet Natuurwetenskappe)</i>
Mode of delivery / Metode van aflewering: Full-time / Part-time / Voltyds / Deeltyds

Module code / Modulekode: OMBS 611	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Conservation Ecology / <i>Bewaringsekologie</i>			
Module outcomes / Module-uitkomstes:			
<ul style="list-style-type: none"> • See yearbook of The School of Environmental Studies. • <i>Sien jaarboek van Skool vir Omgewingstudies.</i> 			
Mode of delivery / Metode van aflewering: Full-time / Part-time / Voltyds / Deeltyds			

Module code / Modulekode: ONWR 611	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Education Law: Theory and praxis / <i>Onderwysreg: Teorie en Praktijk</i>			
Module outcomes / Module-uitkomstes:			
<p>After completing this module, students demonstrate that they have acquired:</p> <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. <p><i>By die voltooiing van hierdie module moet die student kan aantoon dat hy/sy die volgende bemeester het:</i></p> <ul style="list-style-type: none"> • <i>die vermoë om teoreties te besin oor Onderwysreg en die sinne daarvan te kan aantoon;</i> • <i>'n teoretiese en konseptuele kennis van die terminologie in Onderwysreg;</i> • <i>die vermoë om die bronne van toepassing op Onderwysreg te omskryf en dit reg te kan toepas;</i> • <i>die vermoë om teoretiese en konseptuele kennis van, sowel as die vermoë om die gemeenregtelike beginsels, in die onderwyspraktyk te kan toepas;</i> 			

- 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 onderwyspraktyk te kan toepas;
- die vermoë om die Grondwet te kan analiseer en toepas in die onderwyspraktyk;
- '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

Module code / Modulekode: PHSE 611	Semester 1	8 Cr / Kr	NQF level / NKR Vlak: 8
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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:

- 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 voorheenverkrygte 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 gegenereer is, krities te evalueer.
- 'n begrip aan te toon van die multidissiplinêre 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 multidissiplinêre konteks van industriële chemie op te los deur konsepte vanuit chemie asook vanuit ander dissiplines te integreer;
- oor die vermoë te beskik om standaard laboratoriummetodes en -apparaat te gebruik om 'n chemiese probleem in 'n industriële konteks op te los;
- kritiese denke aan te toon oor die verantwoordelikheid van die onderwyser om 'n gebalanseerde en onbevooroordeelde siening van die invloed van chemie op die samelewing te bevorder.

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

Module code / Modulekode: PHSE 612	Semester 1	8 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Advanced Chemistry for Teaching I / *Gevorderde Chemie vir Onderwys I*

Module outcomes / Module-uitkomstes:

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

- comprehensive and integrated knowledge of and engagement in the chemistry subthemes (organic chemistry, reaction kinetics and thermodynamics) that underpin chemistry in an industrial context and support the effective development of chemistry in the relevant school curriculum, including a critical understanding and the ability to apply new and previously acquired concepts, principles, laws, models and theories;
- an ability to critically interrogate multiple sources of knowledge underpinning chemistry relevant to the school curriculum and to critically evaluate that knowledge and the manner in which the knowledge was produced;
- understanding of the multidisciplinary nature of the body of knowledge that explains the development of the chemical industry and the ability to apply chemistry concepts to specific parts of this developmental history;
- the ability to select problem-solving procedures and methods relevant to chemistry in an industrial context through evaluation of a range of problem-solving procedures and methods and the ability to reflect on the difficulties encountered when transferring these procedures and methods to this unfamiliar context;
- the ability to solve complex problems in the multidisciplinary context of industrial chemistry by integrating concepts from chemistry as well as from other disciplines;

- the ability to use standard laboratory methods and apparatus to solve a chemical problem set in an industrial context;
- critical reflection on the responsibility of the teacher to promote a balanced and unbiased view of the influence of chemistry on society.

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

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

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

Module code / Modulekode: 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:			
<ul style="list-style-type: none"> • 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 voorheenverkrygde 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 gegenereer is, krities te evalueer;*
- *’n begrip aan te toon van die multidissiplinêre aard van die kennisbasis wat die ontwikkeling van die aarde verduidelik en die vermoë om chemiekonsepte toe te pas op spesifieke dele van hierdie ontwikkelingsgeskiedenis;*
- *oor die vermoë te beskik om probleemoplossings-prosedures en -metodes, wat relevant is vir chemie in ’n omgewingskonteks, te selekteer deur evaluasie van ’n verskeidenheid probleemoplossings-prosedures en -metodes aan te toon asook die vermoë om te besin oor die probleme wat ondervind word wanneer hierdie prosedures en metodes na ’n onbekende konteks oorgedra word;*
- *oor die vermoë te beskik om komplekse probleme in die multidissiplinêre konteks van die omgewing op te los deur uiteenlopende konsepte vanuit chemie asook vanuit ander dissiplines, soos byvoorbeeld geologie, mikrobiologie en biochemie, te integreer;*

- oor die vermoë te beskik om standaard laboratoriummetodes en -apparaat te gebruik om 'n chemiese probleem in 'n omgewingskonteks op te los;
- kritiese denke aan te toon oor die verantwoordelikheid van die onderwyser om 'n gebalanseerde en onbevooroordeelde siening van die invloed van chemie op die omgewing te bevorder;
- kritiese denke aan te toon oor die waarde van die groen chemie benadering tot chemie;
- oor die vermoë te beskik om sy of haar omgewings-wêreldbeskouing te ontleed en sy of posisie te kan verdedig.

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

Module code / Modulekode: PHSE 622	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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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 voorheenverkrygte 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

Module code / Modulekode: TOAF 612	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Kurrikulumontwikkeling en assessering in taalonderwys

Module outcomes / Module-uitkomstes:

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

- bewys te kan lewer van diepgaande kennis en insig in die teoretiese fundering van taalkreatiwiteit en in staat te wees om praktiese vaardigheid ten opsigte van die toepassing daarvan in die onderrig van Afrikaans te demonstreer;
- verskillende onderrigbenaderings aan die hand van 'n literatuurstudie te kan analiseer en beoordeel om die toepaslikheid van verskillende benaderings vir die onderrig van die taalvaardighede te kan bepaal en te kan implementeer;
- nasionale beleidsdokumente en navorsingsartikels te kan ontsluit en implementeer vir die evaluering van 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

Module code / Modulekode: TOAF 671	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Kreatiwiteit in taalonderwys; Afrikaans as addisionele taal in die skool; fundamentele boustene van lees

Module outcomes / Module-uitkomstes (* Module offered through medium Afrikaans only):

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.

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

Module code / Modulekode: TECE 611	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Perspectives in Technology Education / *Perspektiewe in Tegnologie-Onderwys*

Module outcomes / Module-uitkomstes:

On completion of this module, the student should be able to demonstrate a critical understanding and workable knowledge of:

- international (global) and national trends in Technology education;

- internationally and nationally favoured/privileged pedagogical approaches to Technology education;
- international and national trends with regard to the design process;
- the role of creativity and innovation in Technology problem-solving and;
- different perspectives on indigenous technologies (taking account of IKS).

Na voltooiing van die module behoort die student in staat wees om oor 'n kritiese begrip en werkbare kennis te beskik van:

- *internasionale (wêreldwye) en nasionale tendense in Tegnologie-Onderwys;*
- *internasionale en nasionale voorkeur pedagogiese benaderings tot Tegnologie-Onderwys;*
- *internasionale en nasionale tendense met betrekking tot die ontwerpproses;*
- *die rol van kreatiwiteit en innovering in Tegnologie-probleemoplossing, en*
- *verskillende perspektiewe op inheemse tegnologieë (inagneming van IKS).*

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

Module code / Modulekode: TECE 621	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Foundation of Technology Education / *Grondslag van Tegnologie-Onderwys*

Module outcomes / Module-uitkomstes:

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

- 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.

Ná voltooiing van die module moet die student in staat wees om aan te toon:

- *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.*

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

Module code / Modulekode: TECE 622	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Teaching and Learning in Technology Education / *Onderrig en Leer in Tegnologie-Onderwys*

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:

- 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.

Nadat hierdie module voltooi is, behoort die student te kan demonstreer dat hulle 'n kritiese begrip en omvattende werkskennis verkry het van:

- *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 assesseringsbenadering in Tegnologie-Onderwys, deur assessering te kan analiseer, evalueer en toepas;*
- *asook die kreatiewe en effektiewe integrasie van media in die klaskamer kan toepas.*

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

Module code / Modulekode: TLAS 612	Semester 1	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Teaching, Learning and Assessment / *Onderrig, Leer en Assessering*

Module outcomes / Module-uitkomstes:

After completing this module, students should be equipped:

- with specialised knowledge of and expertise in teaching and learning theories relevant to the South African and International teaching and learning context;
- with a fundamental understanding of the theoretical underpinnings of assessment and how it relates to and impacts on sound assessment practices; and
- with the knowledge and skills to be able to plan implement successful classroom assessment.

Na voltooiing van die module behoort studente te beskik oor:

- *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.*

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

Module code / Modulekode: TMAL 671	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Theories of Learning and Methods of Language Teaching (Module on language teaching theories and practice): Afrikaans / *Leerteorieë en Metodes van Taalonderrig (Module oor taalonderrigteorieë en -praktyk): Afrikaans*

Module outcomes / Module uitkomst:

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

- integrated knowledge of and engagement with the most recent theories of and research on relevant aspects of Afrikaans language education;
- comprehensive in-depth knowledge of the teaching of generic and contextualised language skills and the application thereof to enhance the language competencies of learners;
- accessing, processing, managing and presenting information of theories and practices of language teaching as derived from various sources in order to solve problems within an Afrikaans language teaching context in a critical manner; and
- an ability to identify and professionally address ethical issues relating to teaching, teaching material selection and the assessment practices in diverse language classrooms.

Module-uitkomst: Na voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis van en betrokkenheid by resente teorieë en navorsing oor relevante aspekte van Afrikaanse taalonderrig;*
- *omvattende, diepgaande kennis van die onderrig en van generiese en gekontekstualiseerde taalvaardighede en die toepassing daarvan om leerders se taalvaardigheid te bevorder;*
- *verkryging, verwerking, bestuur en aanbieding van informasie oor teorieë en praktyke van taalonderrig wat uit verskeie bronne afgelei is ten einde probleme binne 'n Afrikaanse taalonderrigkonteks op 'n kritiese wyse op te los; en*
- *die vermoë om etiese kwessies met betrekking tot onderrig, onderrigmateriaalkeuse en die assesseringspraktyke in diverse taalklasskamers te identifiseer en op professionele wyse te verreken.*

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

Module code / Modulekode: TMAL 672	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Theories of Learning and Methods of Teaching and Assessment: English / *Leerteorieë en Metodes van Taalonderrig: Engels*

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

- integrated knowledge of and engagement with the most recent theories of and research on relevant aspects of English language education;
- comprehensive in-depth knowledge of the teaching of generic and contextualised language skills and the application thereof to enhance the language competencies of learners;
- accessing, processing, managing and presenting information of theories and practices of language teaching as derived from various sources in order to solve problems within an English language teaching context in a critical manner; and
- an ability to identify and professionally address ethical issues relating to teaching, teaching material selection and the assessment practices in diverse language classrooms.

Module-uitkomst: Na voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis van en betrokkenheid by resente teorieë en navorsing oor relevante aspekte van Engelse taalonderrig;*
- *omvattende, diepgaande kennis van die onderrig en van generiese en gekontekstualiseerde taalvaardighede en die toepassing daarvan om leerders se taalvaardigheid te bevorder;*
- *verkryging, verwerking, bestuur en aanbieding van informasie oor teorieë en praktyke van taalonderrig wat uit verskeie bronne afgelei is ten einde probleme binne 'n Engelse taalonderrigkonteks op 'n kritiese wyse op te los; en*
- *die vermoë om etiese kwessies met betrekking tot onderrig, onderrigmateriaalkeuse en die assesseringspraktyke in diverse taalklasskamers te identifiseer en op professionele wyse te verreken.*

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

Module code / Modulekode: TMAL 673	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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**Title / Titel: Theories of Learning and Methods of Teaching and Assessment: Sesotho /
Leerteorieë en Metodes van Taalonderrig:Sesotho**

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

- integrated knowledge of and engagement with the most recent theories of and research on relevant aspects of Sesotho language education;
- comprehensive in-depth knowledge of the teaching of generic and contextualised language skills and the application thereof to enhance the language competencies of learners;
- accessing, processing, managing and presenting information of theories and practices of language teaching as derived from various sources in order to solve problems within a Sesotho language teaching context in a critical manner; and
- an ability to identify and professionally address ethical issues relating to teaching, teaching material selection and the assessment practices in diverse language classrooms.

Module-uitkomst: Na voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis van en betrokkenheid by resente teorieë en navorsing oor relevante aspekte van Sesotho- taalonderrig;*
- *omvattende, diepgaande kennis van die onderrig en van generiese en gekontekstualiseerde taalvaardighede en die toepassing daarvan om leerders se taalvaardigheid te bevorder;*
- *verkryging, verwerking, bestuur en aanbieding van informasie oor teorieë en praktyke van taalonderrig wat uit verskeie bronne afgelei is ten einde probleme binne 'n Sesotho-taalonderrigkonteks op 'n kritiese wyse op te los; en*
- *die vermoë om etiese kwessies met betrekking tot onderrig, onderrigmateriaalkeuse en die assesseringspraktyke in diverse taalklasskamers te identifiseer en op professionele wyse te verreken.*

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

Module code / Modulekode: TMAL 674	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Theories of Learning and Methods of Teaching and Assessment: Sepedi / Leerteorieë en Metodes van Taalonderrig: Sepedi

Module outcomes / Module uitkomst:

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

- integrated knowledge of and engagement with the most recent theories of and research on relevant aspects of Sepedi language education;
- comprehensive in-depth knowledge of the teaching of generic and contextualised language skills and the application thereof to enhance the language competencies of learners;
- accessing, processing, managing and presenting information of theories and practices of language teaching as derived from various sources in order to solve problems within a Sepedi language teaching context in a critical manner; and
- an ability to identify and professionally address ethical issues relating to teaching, teaching material selection and the assessment practices in diverse language classrooms.

Module-uitkomst: Na voltooiing van hierdie module behoort die student die volgende te kan demonstreeer:

- *geïntegreerde kennis van en betrokkenheid by resente teorieë en navorsing oor relevante aspekte van Sepedi- taalonderrig;*
- *omvattende, diepgaande kennis van die onderrig en van generiese en gekontekstualiseerde taalvaardighede en die toepassing daarvan om leerders se taalvaardigheid te bevorder;*
- *verkryging, verwerking, bestuur en aanbieding van informasie oor teorieë en praktyke van taalonderrig wat uit verskeie bronne afgelei is ten einde probleme binne 'n Sepedi-taalonderrigkonteks op 'n kritiese wyse op te los; en*
- *die vermoë om etiese kwessies met betrekking tot onderrig, onderrigmateriaalkeuse en die assesseringspraktyke in diverse taalklasskamers te identifiseer en op professionele wyse te verreken.*

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

Module code / Modulekode: TMAL 675	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Theories of Learning and Methods of Teaching and Assessment: Setswana / Leerteorieë en Metodes van Taalonderrig: Setswana

Module outcomes / Module uitkomst:

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

- integrated knowledge of and engagement with the most recent theories of and research on relevant aspects of Setswana language education;
- comprehensive in-depth knowledge of the teaching of generic and contextualised language skills and the application thereof to enhance the language competencies of learners;
- accessing, processing, managing and presenting information of theories and practices of language teaching as derived from various sources in order to solve problems within a Setswana language teaching context in a critical manner; and
- an ability to identify and professionally address ethical issues relating to teaching, teaching material selection and the assessment practices in diverse language classrooms.

Module-uitkomst: Na voltooiing van hierdie module behoort die student die volgende te kan demonstreeer:

- *geïntegreerde kennis van en betrokkenheid by resente teorieë en navorsing oor relevante aspekte van Setswana- taalonderrig;*
- *omvattende, diepgaande kennis van die onderrig en van generiese en gekontekstualiseerde taalvaardighede en die toepassing daarvan om leerders se taalvaardigheid te bevorder;*
- *verkryging, verwerking, bestuur en aanbieding van informasie oor teorieë en praktyke van taalonderrig wat uit verskeie bronne afgelei is ten einde probleme binne 'n Setswana-taalonderrigkonteks op 'n kritiese wyse op te los; en*
- *die vermoë om etiese kwessies met betrekking tot onderrig, onderrigmateriaalkeuse en die assesseringspraktyke in diverse taalklasskamers te identifiseer en op professionele wyse te verreken.*

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

Module code / Modulekode: TMAL 676	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Theories of Learning and Methods of Teaching and Assessment: isiXhosa / Leerteorieë en Metodes van Taalonderrig: isiXhosa

Module outcomes / Module uitkomst:

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

- integrated knowledge of and engagement with the most recent theories of and research on relevant aspects of isiXhosa language education;
- comprehensive in-depth knowledge of the teaching of generic and contextualised language skills and the application thereof to enhance the language competencies of learners;
- accessing, processing, managing and presenting information of theories and practices of language teaching as derived from various sources in order to solve problems within an isiXhosa language teaching context in a critical manner; and
- an ability to identify and professionally address ethical issues relating to teaching, teaching material selection and the assessment practices in diverse language classrooms.

Module-uitkomst: Na voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis van en betrokkenheid by resente teorieë en navorsing oor relevante aspekte van isiXhosa- taalonderrig;*
- *omvattende, diepgaande kennis van die onderrig en van generiese en gekontekstualiseerde taalvaardighede en die toepassing daarvan om leerders se taalvaardigheid te bevorder;*
- *verkryging, verwerking, bestuur en aanbieding van informasie oor teorieë en praktyke van taalonderrig wat uit verskeie bronne afgelei is ten einde probleme binne 'n isiXhosa-taalonderrigkonteks op 'n kritiese wyse op te los; en*
- *die vermoë om etiese kwessies met betrekking tot onderrig, onderrigmateriaalkeuse en die assesseringspraktyke in diverse taalklasskamers te identifiseer en op professionele wyse te verreken.*

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

Module code / Modulekode: TMAL 677	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Theories of Learning and Methods of Teaching and Assessment: isiZulu / Leerteorieë en Metodes van Taalonderrig: isiZulu

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

- integrated knowledge of and engagement with the most recent theories of and research on relevant aspects of isiZulu language education;
- comprehensive in-depth knowledge of the teaching of generic and contextualised language skills and the application thereof to enhance the language competencies of learners;
- accessing, processing, managing and presenting information of theories and practices of language teaching as derived from various sources in order to solve problems within an isiZulu language teaching context in a critical manner; and
- an ability to identify and professionally address ethical issues relating to teaching, teaching material selection and the assessment practices in diverse language classrooms.

Module-uitkomst: Na voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis van en betrokkenheid by resente teorieë en navorsing oor relevante aspekte van isiZulu- taalonderrig;*
- *omvattende, diepgaande kennis van die onderrig en van generiese en gekontekstualiseerde taalvaardighede en die toepassing daarvan om leerders se taalvaardigheid te bevorder;*
- *verkryging, verwerking, bestuur en aanbieding van informasie oor teorieë en praktyke van taalonderrig wat uit verskeie bronne afgelei is ten einde probleme binne 'n isiZulu-taalonderrigkonteks op 'n kritiese wyse op te los; en*
- *die vermoë om etiese kwessies met betrekking tot onderrig, onderrigmateriaalkeuse en die assesseringspraktyke in diverse taalklasskamers te identifiseer en op professionele wyse te verreken.*

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

Module code / Modulekode: TSCU 621	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: The School Curriculum / Die skoolkurrikulum

Module outcomes / Module-uitkomstes:

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

- 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.

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

- '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 onderwysstelsel krities te ontleed en te ondersoek deur oor die vermoë te beskik om die effektiwiteit van die skoolkurrikulum te evalueer;
- 'n begrip van die kompleksitiewe 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

Module code / Modulekode: VGLO 624	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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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:

- 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 demonstreeer dat hulle die volgende verwerf het:

- '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

EDU.6.7.2 ELECTIVE MODULES / KEUSEMODULES

Module code / Modulekode: AFLG 673	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Language and Society / *Taal en Samelewing*

Module outcomes / Module-uitkomstes:

- See yearbook of the Faculty of Humanities
- *Sien jaarboek van die Fakulteit Geesteswetenskappe*

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

Module code / Modulekode: AFLG 674	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Text Study and Text Linguistics / Teksstudie en Tekslinguistiek			
Module outcomes / Module-uitkomstes:			
<ul style="list-style-type: none"> • See yearbook of the Faculty of Humanities • <i>Sien jaarboek van die Fakulteit Geesteswetenskappe</i> 			
Mode of delivery / Metode van aflewering: Full-time / Part-time/ Voltyds / Deeltyds			

Module code / Modulekode: AFLG 676	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Afrikaans Corpus Linguistics / Afrikaanse Corpuslinguistiek			
Module outcomes / Module-uitkomstes:			
<ul style="list-style-type: none"> • See yearbook of the Faculty of Humanities • <i>Sien jaarboek van die Fakulteit Geesteswetenskappe</i> 			
Mode of delivery / Metode van aflewering: Full-time / Part-time/ Voltyds / Deeltyds			

Module code / Modulekode: AFL 671	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Afrikaans Poetry: Poetry and Intertext / Afrikaanse poësie: Poësie en interteks			
Module outcomes / Module-uitkomstes:			
<ul style="list-style-type: none"> • See yearbook of the Faculty of Humanities • <i>Sien jaarboek van die Fakulteit Geesteswetenskappe</i> 			
Mode of delivery / Metode van aflewering: Full-time / Part-time/ Voltyds / Deeltyds			

Module code / Modulekode: AFL 672	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Afrikaans Narrative Texts / Afrikaanse verhalende tekste			
Module outcomes / Module-uitkomstes:			
<ul style="list-style-type: none"> • See yearbook of the Faculty of Humanities • <i>Sien jaarboek van die Fakulteit Geesteswetenskappe</i> 			
Mode of delivery / Metode van aflewering: Full-time / Part-time/ Voltyds / Deeltyds			

Module code / Modulekode: AFL 673	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: From Text to Performance: a Study of Drama and Theatre Science / Van dramateks tot opvoering: 'n studie van die drama- en teaterwetenskap			
Module outcomes / Module-uitkomstes:			
<ul style="list-style-type: none"> • See yearbook of the Faculty of Humanities 			

- *Sien jaarboek van die Fakulteit Geesteswetenskappe*

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

Module code / Modulekode: AFLW 672	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Narratology: Novel and Film / Narratologie: Roman en film

Module outcomes / Module-uitkomstes:

- See yearbook of the Faculty of Humanities
- *Sien jaarboek van die Fakulteit Geesteswetenskappe*

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

Module code / Modulekode: CALL 671	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: South African and African Comparative Literature / Afrika- en Suid-Afrikaanse vergelykende Letterkunde

Module outcomes / Module-uitkomstes:

- See yearbook of the Faculty of Humanities
- *Sien jaarboek van die Fakulteit Geesteswetenskappe*

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

Module code / Modulekode: CALL 672	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Contemporary African literary trends / Tendense in kontemporêre Afrika-letterkunde

Module outcomes / Module-uitkomstes:

- See yearbook of the Faculty of Humanities
- *Sien jaarboek van die Fakulteit Geesteswetenskappe*

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

Module code / Modulekode: CALL 673	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Overview of Developments in African Literatures / Oorsig van Verwikkelinge in Afrikaliterature

Module outcomes / Module-uitkomstes:

- See yearbook of the Faculty of Humanities
- *Sien jaarboek van die Fakulteit Geesteswetenskappe*

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

Module code / Modulekode: CALL 674	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Comparative African Linguistics / Vergelykende Taalwetenskap van Afrikatale			
Module outcomes / Module-uitkomstes:			
<ul style="list-style-type: none"> • See yearbook of the Faculty of Humanities • <i>Sien jaarboek van die Fakulteit Geesteswetenskappe</i> 			
Mode of delivery / Metode van aflewering: Full-time / Part-time/ Voltyds / Deeltyds			

Module code / Modulekode: 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. 			
<i>Na voltooiing van die module behoort studente toegerus te wees met:</i>			
<ul style="list-style-type: none"> • <i>'n breë begrip van opvoedkundige leerteorieë wat e-leer onderlê;</i> • <i>'n breë begrip van e-leerkonsepte, -beginsels en -tipes wat in onderwys gebruik word;</i> • <i>die vermoë om e-leerstrategieë in samehang met hul onderwyssituasies te ontwikkel;</i> • <i>die vermoë om e-aktiwiteite te ontwikkel en in stand te hou;</i> • <i>die vermoë om aanlyn-assessering te ontwerp;</i> • <i>die vermoë om 'n virtuele aanlyngroep te ontwerp, in stand te hou en te fasiliteer.</i> 			
Mode of delivery / Metode van aflewering: Full-time / Part-time / Voltyds / Deeltyds			

Module code / Modulekode: ENGL 674	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Linguistic Analysis and Corpus Linguistics / Taalwetenskaplike Analise en Korpuslinguistiek			
Module outcomes / Module-uitkomstes:			
<ul style="list-style-type: none"> • See yearbook of the Faculty of Humanities • <i>Sien jaarboek van die Fakulteit Geesteswetenskappe</i> 			
Mode of delivery / Metode van aflewering: Full-time / Part-time/ Voltyds / Deeltyds			

Module code / Modulekode: ENGL 675	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: English Sociolinguistics / Engelse Sosiolinguistiek
Module outcomes / Module-uitkomstes:
<ul style="list-style-type: none"> • See yearbook of the Faculty of Humanities • <i>Sien jaarboek van die Fakulteit Geesteswetenskappe</i>
Mode of delivery / Metode van aflewering: Full-time / Part-time/ Voltyds / Deeltyds

Module code / Modulekode: ENLL 680	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Twentieth-century Fiction / Twintigste-eeuse Fiksie			
Module outcomes / Module-uitkomstes:			
<ul style="list-style-type: none"> • See yearbook of the Faculty of Humanities • <i>Sien jaarboek van die Fakulteit Geesteswetenskappe</i> 			
Mode of delivery / Metode van aflewering: Full-time / Part-time/ Voltyds / Deeltyds			

Module code / Modulekode: ENLL 673	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: SA Postcolonial Literature / SA Postkoloniale Letterkunde			
Module outcomes / Module-uitkomstes:			
<ul style="list-style-type: none"> • See yearbook of the Faculty of Humanities • <i>Sien jaarboek van die Fakulteit Geesteswetenskappe</i> 			
Mode of delivery / Metode van aflewering: Full-time / Part-time/ Voltyds / Deeltyds			

Module code / Modulekode: ENLL 673	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: SA Postcolonial Literature / SA Postkoloniale Letterkunde			
Module outcomes / Module-uitkomstes:			
<ul style="list-style-type: none"> • See yearbook of the Faculty of Humanities • <i>Sien jaarboek van die Fakulteit Geesteswetenskappe</i> 			
Mode of delivery / Metode van aflewering: Full-time / Part-time/ Voltyds / Deeltyds			

Module code / Modulekode: ENLL 679	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Poetics and Literary Theory / Poësie en Letterkundeteorie			
Module outcomes / Module-uitkomstes:			
<ul style="list-style-type: none"> • See yearbook of the Faculty of Humanities • <i>Sien jaarboek van die Fakulteit Geesteswetenskappe</i> 			
Mode of delivery / Metode van aflewering: Full-time / Part-time/ Voltyds / Deeltyds			

Module code / Modulekode: ENLL 688	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Topics in English Literature / Onderwerpe in Engelse Letterkunde			
Module outcomes / Module-uitkomstes:			
<ul style="list-style-type: none"> • See yearbook of the Faculty of Humanities • <i>Sien jaarboek van die Fakulteit Geesteswetenskappe</i> 			
Mode of delivery / Metode van aflewering: Full-time / Part-time/ Voltyds / Deeltyds			

Module code / Modulekode: INME 621	Semester 2	8 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Instructional Media / <i>Opvoedingsmedia</i>			
Module outcomes / Module-uitkomstes:			
The students demonstrate that they have acquired:			
<ul style="list-style-type: none"> • the ability to match underpinning learning theories to different types of multimedia use • the ability to classify and evaluate of computer-based programs for different contexts and learning areas and subjects • Competencies in selected multi-media for specific contexts • Designing and developing appropriate digital instructional and learning materials for different learning areas and subjects • Create multi-media applications for a specific learning area for teaching and learning with productivity tools • Demonstrate skills in using and integrating multi-media in teaching and learning for specific learning areas and subjects • A broad understanding and appreciation of the range of available digital media for inclusive education 			
<i>Na voltooiing van die herdie module behoort student toegerus te wees:</i>			
<ul style="list-style-type: none"> • die vermoë om rekenaargebaseerde programme te klassifiseer en te evalueer vir verskillende kontekste en leerareas en vakke • Bevoegdhede in geselekteerde multimedia vir spesifieke kontekste • Die ontwerp en ontwikkeling van toepaslike digitale onderrig- en leermateriaal vir verskillende leerareas en vakke • Skep multimedia-toepassings vir 'n spesifieke leerarea vir onderrig en leer met produktiwiteitsinstrumente • Toon vaardighede in die gebruik en integrasie van multimedia in onderrig en leer vir spesifieke leerareas en vakke • 'n Breë begrip en waardering vir die verskeidenheid beskikbare digitale media vir inklusiewe onderwys 			

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

Module code / Modulekode: ISCS 611	Semester 1	8 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Issues in Curriculum studies / Kwessies in Kurrikulumstudies

Module outcomes / Module-uitkomstes:

After completing this module, students should be equipped:

- 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 hierdie module behoort student toegerus te wees:

- *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

Module code / Modulekode: HIST 621	Semester 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: A selected theme in South African History / 'n Geselekteerde tema in Suid-Afrikaanse Geskiedenis

Module outcomes / Module-uitkomstes:

- See yearbook of the Faculty of Humanities
- *Sien jaarboek van die Fakulteit Geesteswetenskappe*

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

Module code / Modulekode: HIST 622	Semester 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: A selected theme in African History / 'n Geselekteerde tema in Afrika Geskiedenis

Module outcomes / Module-uitkomstes:

- See yearbook of the Faculty of Humanities
- *Sien jaarboek van die Fakulteit Geesteswetenskappe*

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

Module code / Modulekode: HIST 627	Semester 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: A selected theme in World History / 'n Geselekteerde tema in Wêreld Geskiedenis

Module outcomes / Module-uitkomstes:

- See yearbook of the Faculty of Humanities
- *Sien jaarboek van die Fakulteit Geesteswetenskappe*

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

Module code / Modulekode: HISS 621	Semester 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Regional and local history in South Africa / *Streeks- en plaaslike geskiiedenis in Suid-Afrika*

Module outcomes / Module-uitkomstes:

- See yearbook of the Faculty of Humanities
- *Sien jaarboek van die Fakulteit Geesteswetenskappe*

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

Module code / Modulekode: HISS 622	Semester 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Gender history in Africa / *Geslagsgeskiedenis in Afrika*

Module outcomes / Module-uitkomstes:

- See yearbook of the Faculty of Humanities
- *Sien jaarboek van die Fakulteit Geesteswetenskappe*

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

Module code / Modulekode: HISS 623	Semester 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Culture and heritage studies in global contexts / *Kultuur- en erfenisstudies vanuit globale kontekste*

Module outcomes / Module-uitkomstes:

- See yearbook of the Faculty of Humanities
- *Sien jaarboek van die Fakulteit Geesteswetenskappe*

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

Module code / Modulekode: ONWB 624	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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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:

- 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:

- *’n omvattende en sistematiese kennis van die hoofteorië, 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

Module code / Modulekode: LTED 671	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: English Literature Teaching for Education / Engelse Letterkunde-onderrig vir die Onderwys

Module outcomes / Module uitkomst:

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

- in-depth knowledge and interpretation of the fundamentals in prominent English literature texts;
- applied knowledge of research methodologies in literature;
- insight into literature teaching theories and techniques relevant to various educational levels/needs;
- knowledge of Literary eras and critical theories/lenses;
- 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 research

domain;

- the ability to synthesise information gained from multiple literature resources and research findings;
- operate effectively within a team or educational context; evaluate progress of performance;
- accountability and responsibility for own learning progress and research skills.

Module-uitkomst: Na voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *diepgaande kennis en interpretasie van letterkundige grondslae in bepaalde prominente Engelse literêre tekste;*
- *toegepaste kennis van navorsingsmetodologieë van literatuur;*
- *insig in letterkunde-onderrigteorieë en -tegnieke wat relevant is vir verskillende opvoedkundige vlakke en behoeftes.*
- *kennis van literêre eras en kritiese teorieë/lense;*
- *die vermoë om 'n reeks toepaslike literatuurnavorsingsvaardighede te verwerf en te kies;*
- *die vermoë om etiese kwessies soos plagiaat binne die skryf- en literatuurnavorsingsdomein aan te pak;*
- *die vermoë om navorsingsbevindinge, wat uit verskeie bronne oor literatuurnavorsing bekom is, te sintetiseer;*
- *die vaardigheid om effektief binne 'n span of opvoedkundige konteks te funksioneer en om prestasievordering te evalueer;*
- *aanspreeklikheid en verantwoordelikheid vir eie leervordering en navorsingsvaardighede.*

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

Module code / Modulekode: LTRA 671	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Reading Assessment / Leesassessering

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

- knowledge of and engagement in research related to the fundamentals of reading literacy assessment;
- an ability to interrogate multiple sources of knowledge related to reading assessment methods, techniques, tools and practices;
- the ability to gather assessment data, synthesise and evaluate reading literacy assessment information in order to ethically and responsibly inform the teaching decision-making process;
- an ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the reading literacy components being assessed.

Module-uitkomst: Na voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis van en betrokkenheid in navorsing in verband met die grondbeginsels van leesgeletterdheidsassessering;*
- *die vermoë om verskeie kennisbronne oor leesassesseringsmetodes, -tegnieke, -gereedskap en -praktyke krities te kan ondersoek.*
- *die vermoë om assesseringsdata in te samel en informasie oor leesgeletterdheidsassessering te sintetiseer en te evalueer ten einde die onderrigbesluitnemingsproses eties en verantwoordelik te kan rig.*

- die vermoë om assesseringsuitslae op 'n eties-aanvaarbare en op 'n akademies-akkurate wyse vir verskillende teikengehore aan te bied en in die proses ook kreatiewe insigte en streng interpretasies van die leesgeletterdheidskomponente wat geassesseer is, te bied.

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

Module code / Modulekode: ONWB 625	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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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

Module code / Modulekode: ONWR 624	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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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 bepalings 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

Module code / Modulekode: ONWR 625	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
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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 demonstree:

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

- *in diepgaande begrip van regspraak toon en die vermoë toon om regspraak oor die Grondwet en onderwyspraktyk te ontleed en toe te pas;*
- *die vermoë toon om ongrondwetlike- en ondemokratiese verskynsels en praktyke in verskeie onderwyssituasies te ontleed en te kritiseer*

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

Module code / Modulekode: SLAD 621	Semester 2	8 Cr / Kr	NQF level / NKR Vlak: 8
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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 bevraagteken;*
- *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

Module code / Modulekode: TALL 671	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Technology Assisted Language Learning / *Tegnologie-ondersteunde Taalonderrig*

Module outcomes / Module uitkomstes:

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

- comprehensive applied knowledge of the origin, research and context of technology- and computer-assisted language learning;
- knowledge of relevant learning theories in terms of technology-assisted language learning;
- the ability to select and apply existing technology-assisted language learning tools to enhance linguistic competencies of learners;
- the ability to design, construct and research material for technology-assisted language learning;
- skills to blend and evaluate appropriate language learning modes and technologies, and
- the competence to build on existing technology-assisted language learning research and conduct related research.

Module-uitkomst: Na voltooiing van hierdie module behoort die student die volgende te kan demonstree:

- *omvattende toegepaste kennis oor die oorsprong, navorsing en konteks van tegnologie- en rekenaargesteunde taalaanleer;]*
- *kennis van relevante leerteorieë oor tegnologie-gesteunde taalaanleer;*
- *die vermoë om bestaande tegnologie-ondersteunde taalaanleerinstrumente te kies en toe te pas om leerders se taalvermoë te verbeter;*
- *die vermoë om materiaal vir tegnologie-ondersteunde taalaanleer te ontwerp, te kontrueer en na te vors;*
- *vaardighede om geskikte taalaanleermodi en tegnologieë te evalueer en te kombineer, en*
- *bevoegdheid om op bestaande navorsing oor tegnologie-ondersteunde taalaanleer te bou en verwante navorsing te doen.*

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

Module code / Modulekode: TOAF 672 ⁷	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Sin, teks en konteks in die taalonderrigpraktyk

Module outcomes / Module-uitkomstes:

Na voltooiing van die module behoort die student:

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

⁷ Module phasing out in 2024. / Module faseer in 2024 uit.

- oor die nodige kundigheid te beskik om relevante begrippe en teorieë ten opsigte van teksredaksie, tekslinguistiek, pragmatiek en dokumentontwerp op geïntegreerde wyse in die taalonderrigpraktyk toe te pas om leerderskryfwerk te assesser en te redigeer.

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

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

Module code / Modulekode: TOAF 672	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Sentence, Text and Context in Afrikaans Language Teaching / *Sin, Teks en Konteks in Afrikaanse Taalonderrig*

Module outcomes / Module uitkomst:

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

- the ability to evaluate text quality and edit Afrikaans texts through expert use of relevant language sources and the application of the relevant theoretical background of text editing;
- the ability to evaluate classroom texts in terms of text linguistic concepts by means of text analysis and corpus linguistic methods;
- the ability to analyse and create texts in terms of the basic properties of pragmatics and document design; and
- the necessary expertise to assess learner texts through the application of relevant concepts and theories in terms of text editing, text linguistics, pragmatics and document design.

Na suksesvolle voltooiing van hierdie module behoort die student:

- *tekstkwiteit te kan beoordeel en te hersien deur die kundige gebruik van relevante taalgebruiksbronne en deur die toepassing van relevante teoretiese agtergrond oor teksredaksionele aspekte;*
- *bewys te kan lewer van diepgaande kennis ten opsigte van 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; en*
- *oor die nodige kundigheid te beskik om relevante begrippe en teorieë ten opsigte van teksredaksie, tekslinguistiek, pragmatiek en dokumentontwerp op geïntegreerde wyse in die taalonderrigpraktyk toe te pas om leerderskryfwerk te assesser en te redigeer.*

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

Module code / Modulekode: TOAF 673 ⁸	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Kleuter-, kinder- en jeugliteratuur vir die onderwys

Module outcomes / Module-uitkomstes:

Na voltooiing van die module behoort die student:

⁸ Module phasing out in 2024. / Module faseer in 2024 uit.

- 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

Module code / Modulekode: TOAF 674	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Children's, youth and adult literature for Education / <i>Kinder-, jeug- en volwassenerliteratuur</i>			
Module outcomes / Module uitkomst: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • in-depth and systematic knowledge of selected knowledge domains in infants', children's and youth literature and be informed of the relevance of recent developments in this field of study, specifically for language teaching; • an informed and critical understanding of principles and theories of developing issues and debates in the field of infants', children's and youth literature and the relevance for language teaching; • the application of basic research methodology by means of the critical analysis, interpretation and evaluation of primary literature texts and be able to indicate how these research results can be used in the context of language teaching; • the ability to identify, analyse and solve problems with concrete and abstract issues in infants', children's and youth literature and recognize the place of this field of study in die language teaching context by using practice-/proof-/knowledge-based solutions and theory-supported/theory-driven reasoning/arguments; • the ability to effectively compile academic-professional work such as shorter assignments and papers as well as to communicate the work orally by using appropriate academic-professional discourse/reasoning. 			
<i>Na die suksesvolle voltooiing van hierdie module behoort 'n student bewys te kan lewer van:</i>			

- *diepgaande en sistematiese kennis van geselekteerde kennisdomeine in kinder-, jeug- en volwassenerliteratuur en ingelig te wees oor die relevansie van onlangse ontwikkelings in hierdie studieveld, spesifiek vir taalonderrig;*
- *'n ingeligte en kritiese begrip van beginsels en teorieë oor die ontwikkeling van kwessies en debatte op die gebied van kinder-, jeug- en volwassenerliteratuur en die relevansie vir taalonderrig;*
- *die toepassing van basiese navorsingsmetodologie deur middel van die kritiese analise, interpretasie en evaluering van primêre literatuurtekste en kan aandui hoe hierdie navorsingsresultate in die konteks van taalonderrig gebruik kan word;*
- *die vermoë om probleme met konkrete en abstrakte kwessies in kinder-, jeug- en volwassenerliteratuur te identifiseer, te analiseer en op te los en die plek van hierdie studieveld in die taalonderrigkonteks te erken deur gebruik te maak van praktyk-/bewys-/kennisgebaseerde oplossings en teorie-ondersteunde/teorie-gedrewe redenasie/argumente;*
- *die vermoë om akademies-professionele werk effektief saam te stel soos korter werkopdragte en referate asook om die werk mondelings te kommunikeer deur toepaslike akademiese professionele diskoers/redenering te gebruik.*

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

Module code / Modulekode: TSNG 672	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Setswana Linguistic Theory / Taalwetenskaplike teorie vir Setswana

Module outcomes / Module-uitkomstes:

- See yearbook of the Faculty of Humanities
- *Sien jaarboek van die Fakulteit Geesteswetenskappe*

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

Module code / Modulekode: TSNG 673	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Setswana: Morphology and Phonology / Setswana: Morfologie en Fonologie

Module outcomes / Module-uitkomstes:

- See yearbook of the Faculty of Humanities
- *Sien jaarboek van die Fakulteit Geesteswetenskappe*

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

Module code / Modulekode: TSNG 674	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Setswana: Syntax / Setswana: Sintaksis

Module outcomes / Module-uitkomstes:

- See yearbook of the Faculty of Humanities
- *Sien jaarboek van die Fakulteit Geesteswetenskappe*

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

Module code / Modulekode: TSNG 675	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Setswana: Semantics / Setswana: Semantiek			
Module outcomes / Module-uitkomstes:			
<ul style="list-style-type: none"> • See yearbook of the Faculty of Humanities • <i>Sien jaarboek van die Fakulteit Geesteswetenskappe</i> 			
Mode of delivery / Metode van aflewering: Full-time / Part-time/ Voltyds / Deeltyds			

Module code / Modulekode: TSNG 678	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Setswana: Corpus linguistics / Setswana: Korpuslinguistiek			
Module outcomes / Module-uitkomstes:			
<ul style="list-style-type: none"> • See yearbook of the Faculty of Humanities • <i>Sien jaarboek van die Fakulteit Geesteswetenskappe</i> 			
Mode of delivery / Metode van aflewering: Full-time / Part-time/ Voltyds / Deeltyds			

Module code / Modulekode: TSNG 679	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Setswana: Sociolinguistics / Setswana: Sosiolinguistiek			
Module outcomes / Module-uitkomstes:			
<ul style="list-style-type: none"> • See yearbook of the Faculty of Humanities • <i>Sien jaarboek van die Fakulteit Geesteswetenskappe</i> 			
Mode of delivery / Metode van aflewering: Full-time / Part-time/ Voltyds / Deeltyds			

Module code / Modulekode: TSNL 673	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Setswana: Prose / Setswana: Prosa			
Module outcomes / Module-uitkomstes:			
<ul style="list-style-type: none"> • See yearbook of the Faculty of Humanities • <i>Sien jaarboek van die Fakulteit Geesteswetenskappe</i> 			
Mode of delivery / Metode van aflewering: Full-time / Part-time/ Voltyds / Deeltyds			

Module code / Modulekode: TSNL 674	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Setswana: Poetry / Setswana: Poësie			
Module outcomes / Module-uitkomstes:			
<ul style="list-style-type: none"> • See yearbook of the Faculty of Humanities • <i>Sien jaarboek van die Fakulteit Geesteswetenskappe</i> 			

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

Module code / Modulekode: TSNL 675	Semester 1 & 2	24 Cr / Kr	NQF level / NKR Vlak: 8
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Title / Titel: Setswana: Drama / Setswana: Drama

Module outcomes / Module-uitkomstes:

- See yearbook of the Faculty of Humanities
- *Sien jaarboek van die Fakulteit Geesteswetenskappe*

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

Module code / Modulekode: 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 demonstreeer dat hulle die volgende verwerf het:

- *Die vermoë om spesifieke kenmerke en sosiale strukture met betekking 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

Module code / Modulekode: VGLO 623	Semester 2	16 Cr / Kr	NQF level / NKR Vlak: 8
Title / Titel: Contemporary education issues: comparative perspectives / <i>Hedendaagse Onderrigkwessies: Vergelykende Perspektiewe</i>			
Module outcomes / Module-uitkomstes:			
After completing this module, students demonstrate that they have acquired:			
<ul style="list-style-type: none"> • 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. 			
<i>Na voltooiing van hierdie module behoort studente te demonstreer dat hulle die volgende verwerf het:</i>			
<ul style="list-style-type: none"> • <i>Die vermoë om beleidsontwikkeling in ontwikkelende lande te begryp</i> • <i>Die vermoë om om oordele te vorm oor onderwysbeleidskwessies, en om die impak van onderwysbeleid op onderwysbeplanning te kan evalueer;</i> • <i>Die vermoë om verskillende teorieë oor onderwysbeplanning te begryp, sowel as die vermoë om die teorieë toe te pas as onderwysbeplanners;</i> • <i>Die vermoë om onderwysprobleme in ontwikkelende lande te kan identifiseer en te analiseer;</i> • <i>Die vermoë om onderwyskwessies vanuit `n vergelykende perspektief te kan analiseer.</i> 			
Mode of delivery / Metode van aflewering: Full-time / Part-time/ Distance / Voltyds / Deeltyds / Afstand			

EDU.7 RULES FOR THE RESEARCH MASTER OF EDUCATION DEGREE (MEd) / REËLS VIR DIE NAVORSING MEESTERSGRAAD IN OPVOEDKUNDE (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 the Internet at: <https://www.nwu.ac.za/governance-and-management/academic-policies> and faculty Rules: <https://education.nwu.ac.za/faculty-education/important-information>.

Metodes van aflewering: Voltyds

Deeltyds

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

Die bepalinge vir die MEd-graad moet saamgelees word met die algemene akademiese reëls van die Universiteit wat beskikbaar is op die Internet by: <https://www.nwu.ac.za/governance-and-management/academic-policies> en fakulteitsreëls: <https://education.nwu.ac.za/faculty-education/important-information>.

EDU.7.1 RESEARCH MED DEGREE / NAVORSING MED-GRAAD

EDU.7.1.1 NATURE AND AIMS OF THE QUALIFICATION / AARD EN DOEL VAN DIE KWALIFIKASIE

EDU.7.1.1.1 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 for 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.7.1.1.2 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 developing 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.7.2 ADMISSION REQUIREMENTS AND REGISTRATION / TOELATINGSVEREISTES EN REGISTRASIE

EDU.7.2.1 GENERAL ADMISSION REQUIREMENTS / ALGEMENE TOELATINGSVEREISTES

- (i) A student intending to enroll 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) 'n Student kan slegs registreer indien 'n toestemmingsbrief, onderteken deur die studieleier, by die registrasiekantoor ingedien is.*
- (iv) 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.7.2.2 SPECIFIC ADMISSION REQUIREMENTS / SPESIFIEKE TOELATINGSVEREISTES

- (i) The minimum entry requirement to a Master of Education degree (MEd) is a Bachelor of Education Honours degree (BEdHons), or an appropriate 480-credit Level 8 professional bachelor's degree, or a relevant honours degree.*
- (ii) A Postgraduate Diploma (PGDip) may also be recognised as meeting the minimum entry requirement for a cognate Master of Education degree programme, as long as it meets the HEQSF research requirement of at least 30 credits.*

- (iii) The student must have obtained a minimum average pass mark of 60% for the completed NQF level 8 qualification, as well as a minimum pass mark of 60% for the 30 credit research module on NQF level 8.
- (iv) Should a student not have a BEdHons in an applicable field of Education, but another honours degree, a completed Postgraduate Certificate in Education (PGCE) or four year Bachelor of Education (BEd) qualification is a requirement. The applicable Research Director in collaboration with the specific subject group leader and supervisor will select two BEd Honours modules of the programme the student wants to follow (based on the student's previous qualification)/ in a cognate subject. An oral examination must be successfully completed in these modules, before the student can submit the research proposal for approval. The prescribed modules will not be on any academic record and the student will not pay registration fees for those modules. This can be done while the student is registered for the MEd degree.
- (v) Should a student with a PGDip in Education on NQF level 8, wish to apply for MEd studies, the research module of the Postgraduate Diploma, should be at least 30 credits. If not, the student could apply to register (for non-degree purposes) for the NWU BEdHons Research module. A pass with at least 60% in the research module must be obtained, before applying for an MEd degree.
- (vi) 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.
- (vii) A document, a letter of intent, must be submitted with the student's application in order to assign the most suitable supervisor (as described in EDU 5.5) to the successful student. The letter of intent (maximum two pages), with a preliminary research title, should briefly describe what, why and how the student intends to conduct research.
 - (i) *Die minimum toelatingsvereiste tot 'n Meestersgraad in Onderwys (MEd) is 'n Baccalaureus Onderwys Honneursgraad (BEdHons), of 'n toepaslike 480-krediet Vlak 8 professionele baccalaureusgraad, of 'n toepaslike honneursgraad.*
 - (ii) *'n Nagraadse Diploma (PGDip) kan ook erken word as voldoening aan die minimum toelatingsvereiste vir 'n verwante Meestersgraadprogram, solank dit aan die HOKSR-navorsingsvereiste van minstens 30 krediete voldoen.*
 - (iii) *Die student moet 'n minimum gemiddelde slaagsyfer van 60% vir die voltooide NKR-vlak 8-kwalifikasie behaal het, asook 'n minimum slaagpunt van 60% vir die 30 krediet-navorsingsmodule op NKR-vlak 8.*
 - (iv) *Indien 'n student nie 'n BEdHons in 'n toepaslike onderwysrigting het nie, maar 'n ander honneursgraad, is 'n voltooide Nagraadse Onderwyssertifikaat (NGOS) of vierjarige Baccalaureusgraad (BEd)-kwalifikasie 'n vereiste. Die toepaslike Navorsingsdirekteur sal in samewerking met die spesifieke vakgroepleier en studieleier twee BEd Honneurs-*

modules kies van die program wat die student wil volg (gebaseer op die student se vorige kwalifikasie) in 'n verwante vak. 'n Mondelinge eksamen moet in hierdie modules suksesvol afgelê word, voordat die student die navorsingsvoorstel vir goedkeuring kan indien. Die voorgeskrewe modules sal nie op enige akademiese rekord wees nie en die student sal nie registrasiefooi vir daardie modules betaal nie. Dit kan gedoen word terwyl die student vir die MEd-graad geregistreer is.

- (v) *Indien 'n student met 'n PGDip in Onderwys op NKR-vlak 8 wil aansoek doen vir MEd-studies, moet die navorsingsmodule van die Nagraadse Diploma ten minste 30 krediete wees. Indien nie, kan die student aansoek doen om (vir nie-graaddoeleindes) vir die NWU BEdHons Navorsingsmodule te registreer. 'n Slaag met minstens 60% in die navorsingsmodule moet behaal word voordat aansoek gedoen word vir 'n MEd-graad.*
- (vi) *Selfs al voldoen 'n voornemende meestersgraadstudent aan al die bogenoemde toelatingsvereistes, kan die aansoek steeds afgekeur word (1) weens 'n gebrek aan kapasiteit in die Fakulteit om voldoende studieleiding te gee, of (2) indien die voorgestelde navorsingsonderwerp nie binne die fokus van bestaande navorsingsprogramme/projekte in die Fakulteit geakkommodeer kan word nie.*
- (vii) *'n Dokument, 'n brief van voorneme, moet saam met die student se aansoek ingedien word om die mees geskikte studieleier (soos beskryf in EDU 5.5) aan die suksesvolle student toe te wys. Die brief van voorneme (maksimum twee bladsye), met 'n voorlopige navorsingstitel, moet kortliks beskryf wat, hoekom en hoe die student beoog om navorsing te doen.*

EDU.7.3 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 4.11.5).
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- (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 4.11.5).*

EDU.7.4 RESEARCH PROPOSAL AND TITLE REGISTRATION (A RULE 4.11) / NAVORSINGSVOORSTEL EN TITELREGISTRASIE (A-REËL 4.11)

- (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 the faculty for consideration.
- (iii) After consideration, the proposal and proposed title are sent 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.7.5 APPOINTMENT OF SUPERVISOR/CO-SUPERVISOR (A RULE 4.10) / AANSTELLING VAN STUDIELEIER/MEDE-STUDIELEIER (A-REËL 4.10)

- (i) Students are allocated to supervisors based on the capacity of the faculty to render adequate supervision and based on the focus on the existing entities, research projects and expertise in subject groups in the faculty.
- (ii) 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) *Studente word aan studieleiers toegewys op grond van die vermoë in die fakulteit om voldoende studieleiding te lewer en gebaseer op die fokus van die bestaande entiteite, navorsingsprojekte en kundigheid in vakgroepe in die fakulteit*
- (ii) *'n Medestudieleier kan by die Wetenskaplike komitee, op grond van die relevante tegniese kundigheid, voorgestel word, ten spyte daarvan dat so 'n persoon nie in besit van 'n doktorsgraad is nie.*

EDU.7.6 ETHICAL CLEARANCE OF A RESEARCH PROPOSAL (A-RULE 4.11.4) / ETIESE KLARING VAN 'N NAVORSINGSVOORSTEL (A-REËL 4.11.4)

After the approval of the research proposal by the Research and Innovation Committee, ethical clearance is obtained from the applicable Ethics Committee. The assigned Ethics number is submitted to the Higher Degree's 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.7.7 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 1.13).

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.7.8 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 motivate 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.7.9 LIST OF PROGRAMMES / LYS VAN PROGRAMME

All qualification programmes are linked to Organisation Unit: PC, with supervisors being allocated from across the three sites of delivery/campuses.

Alle kwalifikasie programme is gekoppel aan Organisasie Eenheid: PC, terwyl studieleiers van oor al drie afleweringsegebiede/kampusse toegewys word.

Programme Code / Programkode	Curriculum Code / Kurrikulumkode	Descriptive Name / Beskrywende naam	Curriculum Structure / Kurrikulumstruktuur	Credits / Krediete
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

4CQ N01	O801P	Language Education / <i>Taalonderwys</i>	EDSL 871	180
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EDU.7.10 EXAMINATIONS / EKSAMINERING

In order to obtain an MEd degree, a dissertation must be submitted for examination.

Ten einde 'n MEd-graad te verwerf, moet 'n verhandeling ingedien word vir eksaminering.

EDU.7.10.1 APPOINTMENT OF EXAMINERS (A RULE 4.11.1) / BENOEMING VAN EKSAMINATORE (A-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.7.10.2 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".
 - (iii) In addition to the SALA solemn declaration document a declaration should be included in the dissertations in order for the students to declare that it is their own work.
- (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.*
- (iii) *Benewens die SALA plegtige verklaringsdokument, moet 'n verklaring in die verhandeling ingesluit word waarin die studente verklaar dat dit hul eie werk is.*

EDU.7.10.3 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.7.10.4 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.
 - (iv) The upgrade of a master's degree study is not permitted by the Faculty of Education.
- (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 druipe, 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.*
 - (iv) *Die opgradering van 'n magistergraadstudie word nie deur die Fakulteit Opvoedkunde toegelaat nie.*

EDU.7.11 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 1.17). 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 1.17). Vanaf registrasie sal die student se akademiese vordering voortdurend deur middel van halfjaarlikse verslae gemonitor word.

EDU.7.12 ARTICULATION / ARTIKULASIE

This qualification gives access to the PhD degree.

Hierdie kwalifikasie gee toelating tot die PhD graad.

EDU.7.13 EXIT-LEVEL OUTCOMES / UITREEVLAK UITKOMSTE

Candidates will obtain this degree only if they can demonstrate the competence described in the exit level outcomes that follow:

- (i) Candidates must demonstrate that they have acquired a specialist knowledge base and critical understanding of education in general, and of their area(s) of specialisation in particular.
- (ii) Candidates must demonstrate the ability to critically analyse and evaluate current processes of knowledge production in their area(s) of specialisation, and to contribute to systematic and disciplined thinking about educational matters and issues, with particular reference to their area(s) of specialisation.
- (iii) Candidates must demonstrate the ability to conduct independent inquiry in a specialised field of education, training or development, and to report their findings in academically appropriate ways.
- (iv) Candidates must demonstrate the ability to design and implement a strategy for the processing and management of information in order to conduct a comprehensive review of leading and current research in their area(s) of specialisation.
- (v) Candidates must exhibit the potential to act as academic leaders and experts in the field of education, training and development.
- (vi) Candidates must demonstrate high levels of responsibility, self-reflexivity and adaptability with respect to the ethical implications of research, and the determination of socially relevant issues and research needs in South Africa.

Kandidate kan slegs hierdie graad verwerf as hulle die vaardigheid kan demonstreeer wat beskryf word in die uitreevlakuitkomst wat volg:

- (i) *Kandidate moet demonstreeer dat hulle 'n spesialis-kennisbasis en 'n kritiese begrip van die onderwys in die algemeen en van hul spesialisingsgebied (e) in die besonder verwerf het.*

- (ii) *Kandidate moet die vermoë demonstreer om huidige prosesse van kennisproduksie in hul spesialisingsarea krities te ontleed en te evalueer, en om by te dra tot stelselmatige en gedissiplineerde denke oor opvoedkundige aangeleenthede en kwessies, met spesifieke verwysing na hul spesialisingsgebied (e).*
- (iii) *Kandidate moet die vermoë demonstreer om onafhanklike ondersoeke in 'n gespesialiseerde veld van onderwys, opleiding of ontwikkeling te doen, en om hul bevindinge op akademies toepaslike maniere te rapporteer.*
- (iv) *Kandidate moet die vermoë demonstreer om 'n strategie vir die verwerking en bestuur van inligting te ontwerp en te implementeer ten einde 'n omvattende oorsig van toonaangewende en huidige navorsing in hul spesialisingsgebied (e) te kan doen.*
- (v) *Kandidate moet die potensiaal toon om as akademiese leiers en kundiges op te tree op die gebied van onderwys, opleiding en ontwikkeling.*
- (vi) *Kandidate moet hoë vlakke van verantwoordelikheid, self-reflektiwiteit en aanpasbaarheid ten opsigte van die etiese implikasies van navorsing, en die bepaling van sosiaal-relevante kwessies en navorsing behoeftes in Suid-Afrika demonstreer.*

EDU.8 RULES FOR THE STRUCTURED MASTER OF EDUCATION DEGREE (MEd STRUCTURED) / REËLS VIR DIE GESTRUKTUREERDE MEESTERSGRAAD IN OPVOEDKUNDE (MEd GESTRUKTUREERD)

Method of delivery: Part time (contact)

Important note: This programme is only offered in English.

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/content/policy_rules and [faculty Rules: https://education.nwu.ac.za/faculty-education/important-information.](https://education.nwu.ac.za/faculty-education/important-information)

Metode van aflewering: Deeltyds (kontak)

Belangrike nota: Hierdie program word slegs in Engels aangebied

Alle meestersgraadprogramme word deur Studente Akademiese Lewensiklusadministrasie (SALA) geadministreer 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/af/content/beleide-en-reels> en [fakulteitsreëls: https://education.nwu.ac.za/faculty-education/important-information.](https://education.nwu.ac.za/faculty-education/important-information)

EDU.8.1 MED IN HIGHER EDUCATION STUDIES / MED IN HOËRONDERWYSSTUDIES

EDU.8.1.1 NATURE AND AIMS OF THE QUALIFICATION / AARD EN DOEL VAN DIE KWALIFIKASIE

EDU.8.1.1.1 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 to enhance the scholarship of the teaching and learning profile of lecturers, regardless of the focus of each individual discipline. Candidates who are accredited with this qualification will be able to function with advanced intellectual, practical and research competencies in complex and challenging situations in diverse areas in higher education.

Die doel van die MEd in Hoëronderwysstudie is om toegewyde onderwysspesialiste akademies toe te rus en hulle tot akademiese kundigheid en uitmuntendheid te lei om hulle roeping te vervul en in Suid-Afrika se behoefte aan hoëvlak-onderwysnavorsers en -besluitnemers te voorsien. Die kwalifikasie het voorts ten doel om gegradueerdes toe te rus met gefokusde navorsingvaardighede om die vakkundigheid van die onderrig- en leer-profiel van dosente te

bevorder, ongeag die fokus van elke individuele dissipline. Kandidate wat vir hierdie kwalifikasie geakkrediteer is, sal in komplekse en uitdagende situasies in uiteenlopende areas in hoër onderwys met gevorderde intellektuele, praktiese en navorsingsbevoegdhede kan funksioneer.

EDU.8.1.1.2 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 to enhance the scholarship of teaching and learning profile of lecturers and faculties, regardless of discipline focus.

Hierdie kwalifikasie het ten doel om gegradueerdes met gevorderde kennis en toepaslike opvoedkundige vaardighede en 'n ingesteldheid toe te rus om optimaal in hulle onderskeie instellings as professionele persone en hoëronderwysspesialiste te funksioneer. Voorts het die kwalifikasie ten doel om gegradueerdes met gefokusde navorsingvaardighede in hoër onderwys toe te rus om die vakkundigheid van die onderrig- en leer-profiel van dosente en fakulteite te bevorder, ongeag die fokus die dissipline.

EDU.8.2 ADMISSION REQUIREMENTS AND REGISTRATION / TOELATINGSVEREISTES EN REGISTRASIE

EDU.8.2.1 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.8.3 RECOGNITION OF PRIOR LEARNING / ERKENNING VAN VORIGE LEER

Prior knowledge as recognised by the faculty board – A Rule 1.5.3.

Vorige kennis soos deur die fakulteitsraad erken – A-Reël 1.5.3.

EDU.8.4 LIST OF PROGRAMMES / LYS VAN PROGRAMME

All qualification programmes are linked to Organisation Unit: PC, with supervisors being allocated from across the three sites of delivery/campuses.

Alle kwalifikasie programme is gekoppel aan Organisasie Eenheid: PC, terwyl studieleiers van oor al drie afleweringgebiede/kampusse toegewys word.

Qualification Code / Kwalifikasiekode	Curriculum Code / Kurrikulumkode	Descriptive Name / Beskrywende naam	Credits / Krediete
4PC P02	O801P	MEd in Higher Education Studies / MEd in Hoëronderwysstudies	186

EDU.8.5 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.

- (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.

Important note: This programme is only offered in English.

Die metode van aflewering vir hierdie kwalifikasie is kontak (deelyds). Die studente moet aan die begin van elke semester blokgeleentheid van drie weke lank op kampus by te woon. Die studente woon kontakgeleentheid (persoonlike kontak) by wat gemik is op 'n mengsel van leermetodes, insluitende lesings, groepbesprekings, groepbesinning, groep- en individuele werkopdragte/portefeuljes, praktiese projekte met toepassingsageware, '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. Kontakgeleentheid 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) 'n Student vir die MEd-graad in Hoërondwysstudies 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 Hoërondwysstudies 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 Hoërondwysstudies 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.*

Belangrike nota: Die program word slegs in Engels aangebied.

EDU.8.6 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.8.7 EXTENSION OF STUDY PERIOD / VERLENGING VAN DIE STUDIETYDPERK

(i) Students who do not expect to complete the study within the maximum 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 4.23).

(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 4.23.2):

- 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 4.23).

(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 4.23.2):

- *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.8.8 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 811	Higher Education in a transforming context / <i>Hoër Onderwys in 'n transformerende konteks</i>	16
SMHE 821	Research methodologies in a transforming Higher Education context / <i>Navorsingsmetodologieë in 'n transformerende Hoër Onderwys-konteks</i>	16
Elective modules / Keusemodules		
Student must select <u>two</u> of the following in Semester 1: / Studente moet <u> twee</u> van die volgende in Semester 1 kies:		
SMHE 812	Curriculum design in a changing HE context / <i>Kurrikulumontwerp in 'n veranderende HO konteks</i>	16
SMHE 813	Agency and scholarship for enhancing responsiveness in a Higher Education Landscape / <i>Agentskap en beurs vir die verbetering van responsiwiteit in 'n hoëronderwyslandskap</i>	16
SMHE 814	Managing and applying technologies in a HE context / <i>Bestuur en toepassing van tegnologieë in 'n HO-konteks</i>	16
Elective modules / Keusemodules		
Student must select <u>two</u> of the following in Semester 2: / Studente moet <u> twee</u> van die volgende in Semester 2 kies:		
SMHE 822	Managing and enabling learning in a HE context / <i>Bestuur en bemagtiging van leer in 'n HO-konteks</i>	16
SMHE 823	Assessment in HE context / <i>Assessering in HO konteks</i>	16
SMHE 824	Leadership in a transforming HE context / <i>Leierskap in 'n transformerende HO-konteks</i>	16

EDU.8.9 PROGRAMME SPECIFIC ADMISSION REQUIREMENTS / PROGRAMSPESIFIEKE TOELATINGSVEREISTES

A candidate qualifies for admission to this qualification (MEd in Higher Education Studies) if they are in possession of

- an Honours degree OR Bachelor's degree OR Postgraduate Diploma at NQF level 8;
- any other qualification deemed equal and suitable by the NWU Senate for admission to this qualification;
- an average of 60% for the exit level modules of the previous qualification;

- proven experience as academic employee in the higher education academic department of a higher education provider for a minimum of three years; OR proven experience (by means of portfolio of evidence) as an academic developer in the higher education context supporting academic staff and/or students through individual/group professional development opportunities for a minimum of three years and holds an NQF level 8 qualification with an average 60% pass; OR proven experience (by means of portfolio of evidence) as a support staff working with academics to support the development/quality enhancement/accreditation of academic programmes within an institution of higher learning and holds an NQF level 8 qualification with an average 60% pass.

Prior learning assumed to be in place:

- The student must be computer literate 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.

'n Kandidaat kwalifiseer vir toelating tot hierdie kwalifikasie (MEd in Hoëronderwysstudies) indien hulle in besit is van

- *'n Honneursgraad OF Baccalaureusgraad OF Nagraadse Diploma op NKR-vlak 8;*
- *enige ander kwalifikasie wat deur die NWU-senaat gelyk en geskik geag word vir toelating tot hierdie kwalifikasie;*
- *'n gemiddeld van 60% vir die uittreevlakmodules van die vorige kwalifikasie;*
- *bewese ondervinding as akademiese werknemer in die hoër onderwys akademiese departement van 'n hoër onderwys verskaffer vir 'n minimum van drie jaar; OF bewese ondervinding (deur middel van bewysportefeulje) as 'n akademiese ontwikkelaar in die hoëronderwyskonteks wat akademiese personeel en/of studente ondersteun deur individuele/groep professionele ontwikkelingsgeleenthede vir 'n minimum van drie jaar en beskik oor 'n NKR vlak 8-kwalifikasie met 'n gemiddelde slaagsyfer van 60%; OF bewese ervaring (deur middel van bewysportefeulje) as 'n ondersteuningspersoneellid wat saam met akademici werk om die ontwikkeling/kwaliteitverbetering/akkreditasie van akademiese programme binne 'n hoëronderwysinstelling te ondersteun en beskik oor 'n NKR-vlak 8-kwalifikasie met 'n gemiddelde slaagsyfer van 60%.*

Daar word aanvaar dat die voorafgaande leer in plek is:

- *Die student moet rekenaarvaardig wees om literatuursoektogte te doen en werkopdragte sowel as 'n skripsie te voltooi.*
- *Die student moet kennis dra van verskeie navorsingsontwerpe en -metodologieë.*

EDU.8.10 PROGRAMME STRUCTURE / PROGRAMSTRUKTUUR:

Part time

Important note: This programme is only offered in English.

Deeltyds

Belangrike nota: Die program word slegs in Engels aangebied.

YEAR / JAAR 1		YEAR / JAAR 2	
Module Code / Modulekode	Cr / Kr	Module Code / Modulekode	Cr / Kr
Semester 1		Year Module / Jaarmodule	
SMHE 811	16	SMHE 873	90
Elective modules: select two of the following in semester 1 / Keuse modules: Kies twee van die volgende in semester 1			
SMHE 812	16		
SMHE 813	16		
SMHE 814	16		
Semester 2			
SMHE 821	16		
Elective modules: select two of the following in semester 2 / Keuse modules: Kies twee van die volgende in semester 2			
SMHE 822	16		
SMHE 823	16		
SMHE 824	16		
Total Year / Totaal Jaar 1	96	Total Year / Totaal Jaar 2	90
Total Programme / Totaal Program:			186

EDU.8.11 EXAMINATIONS / EKSAMENS

- (i) 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 Hoërondewysstudies 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.8.11.1 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 4.18.1.
 - (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 4.18.1.
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- (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 4.18.1 gedoen.
 - (iii) Studente en hulle studieleiers moet die administratiewe beampte 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/navorsingsprodukt (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 Navorsings en Innovasiekomitee van die Fakulteit aangestel. Die aanstelling van eksaminators word in ooreenstemming met A-Reël 4.18.1 gedoen.*

EDU.8.11.2 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.8.11.3 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.8.11.4 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.
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- (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 druipe deur nie die minimum vereiste punt van 50% te verwerf nie, mag die student skriftelik by die uitvoerende dekaan vir 'n Kanselierseksamengeleentheid 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-graadprogram 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.8.12 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 1.13).

'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 1.13).

EDU.8.13 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.8.14 MODULE OUTCOMES / MODULE-UITKOMSTE

Module code: SMHE 811	Year 1	16 Cr	NQF level 9
Title: Higher Education in a transforming context			
Module outcomes: After successful completion of this module, student should demonstrate: <ul style="list-style-type: none">• Demonstrate advanced and integrated knowledge of concepts related to, and important for, engagement with a transforming higher education context in South Africa, Africa and Internationally in order to critically analyse challenges facing the sector, be reflexive in solving problems, and critique the extent to which higher education policies are sufficiently responsive to global concerns facing higher education institutions;• Apply relevant theories and concepts to engage in a range of complex day-to-day challenges facing the South African higher education context and to draw valid, reliable and relevant conclusions from different sources;• Develop an appropriate lens for self-critique, introspection and reflexivity required to make meaningful contributions to the country's transformation imperatives, and as they apply to higher education;• Advanced, systematic and specialist knowledge, understanding and skill to review, synthesise and critique existing literature to develop own sound views that contribute meaningfully to current debates in higher education;• Communicate thoughts, ideas and critical reflections in an academically acceptable, coherent written and/or spoken presentations.			
Method of delivery: Part-time (contact)			

Module code: SMHE 821	Year 1	16 Cr	NQF level 9
Title: Research methodologies in a transforming HE context			
Module outcomes: After successful completion of this module, the student should demonstrate: <ul style="list-style-type: none">• Critical and reflexive understanding of the influence of coloniality on different research traditions in conceptualising, planning, executing and positioning research and research projects in higher education contexts.• Appreciation of the value of decolonial epistemological, ontological and methodological considerations in research.• An 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.• An ability to identify and apply appropriate quantitative/qualitative 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 understanding of, and awareness of when to apply, mixed research approaches in higher education research.

Method of delivery: Part-time (contact)

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:

- 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)

ELECTIVE MODULES:

Module code: SMHE 812

Year 1

16 Cr

NQF level 9

Title: Curriculum design in a transforming Higher Education context

Module outcomes:

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

- 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 a changing Higher Education context;
- 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 a South African changing Higher Education context;

- Applicable curriculum design skill to apply quality assurance/development criteria to at least one qualification or programme relevant to own HE institution;
- An ability to make critical and autonomous ethical decisions with regards to the purpose, rationale, admission requirements, target population and design of qualifications in HE.

Method of delivery: Part-time (contact)

Module code: SMHE 813	Year 1	16 Cr	NQF level 9
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Title: Agency and scholarship for enhancing responsiveness in a Higher Education Landscape

Module outcomes:

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

- Advanced knowledge and critical understanding of the complex nature, purpose and function of a higher education institutions in society;
- An ability to critically engage with relevant literature on the role various sections in a higher education institution perform to ensure the sector delivers on its societal mandate;
- An ability to make value judgments on the implications of neoliberal policies that turn higher education institutions from being knowledge centers and critique of society into corporations whose sole purpose is profit;
- An 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 higher education practices;

Method of delivery: Part-time (contact)

Module code: SMHE 814	Year 1	16 Cr	NQF level 9
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Title: Managing and applying technologies in a HE context

Module outcomes:

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

- Demonstrate an advanced and integrated knowledge with regards to the fundamentals of appropriate technologies after engagement with and critical analysis of relevant and current national and international literature on the subject;
- Critique, evaluate and apply theories and concepts underlying teaching and learning with technologies;
- Critique and evaluate technology tools and strategies, such as web-based learning, online learning, distance education, as well as to develop own teaching & learning strategies supported with appropriate technologies which sustain independent learning and academic or professional development;
- Demonstrate an ability to evaluate, design and implement optimal online learning communities and communities of inquiry (COI) with technology according to pedagogical blended learning;

- Demonstrate a creative ability to design, develop and implement blended learning environments with appropriate teaching & learning strategies in Learning Management Systems (LMS).

Method of delivery: Part-time (contact)

Module code: SMHE 822

Year 2

16 Cr

NQF level 9

Title: Managing and enabling learning in a HE context

Module outcomes:

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

- Demonstrate advanced and integrated knowledge and understanding of the characteristics and learning styles of a diverse group of students from different socio-economic backgrounds, as well as the ability to use assessment as a teaching tool, with specific focus on the engagement with and critique of various factors that promote or inhibit student learning and the influence of assessment on HE teaching practices;
- Demonstration of the ability to evaluate current pedagogic and assessment practices dominating HE and use existing literature to argue for responsive pedagogies that ensure student access, retention, success and throughput;
- Demonstrate the ability to analyse, evaluate and defend the selection and implementation of various teaching and assessment 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;
- Demonstrate 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;
- Demonstrate evidence of innovation or fostering innovation in a scholarly manner to improve the quality of teaching and learning, as well as assessment, 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.

Method of delivery: Part-time (contact)

Module code: SMHE 823

Year 1

16 Cr

NQF level 9

Title: Assessment in HE context

Module outcomes:

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

- Critical and reflexive understanding of various assessment tools and strategies and the role they continue to play in enhancing learning in different fields of study within the higher education context;
- Appreciation of the value of employing a variety of assessment strategies to ensure continuous learning in discipline specific knowledge areas;

- An ability to distinguish sound assessment strategies that are responsive to different learning needs of a diverse body of students.

Method of delivery: Part-time (contact)

Module code: SMHE 824

Year 1

16 Cr

NQF level 9

Title: Leadership in a transforming HE context

Module outcomes:

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

- Critical and reflexive understanding of the concept of leadership and responsiveness to a fast higher education context;
- Appreciation of the value of cultural sensitivity to the spaces in which leadership is enacted;
- An ability to distinguish between leadership and management of scholarly work within various fields of study;
- An ability to identify and apply appropriate theoretical and conceptual frameworks that have shaped leadership as a discipline.

Method of delivery: Part-time (contact)

EDU.9 RULES FOR THE DOCTOR OF PHILOSOPHY DEGREE IN EDUCATION (PhD) / REËLS VIR DIE DOKTORSGRAAD IN OPVOEDKUNDE (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/content/policy_rules and faculty rules: <https://education.nwu.ac.za/faculty-education/important-information>.

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 deeltyds geneem word.

Die bepaling 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/af/content/beleide-en-reels> en [fakulteitsreëls: https://education.nwu.ac.za/faculty-education/important-information](https://education.nwu.ac.za/faculty-education/important-information).

Alle doktorsgraadprogramme word geadministreer vanuit die Studente Akademiese Leefsiklus Administrasie (SALA) en moet 'n bydrae maak tot die navorsingsfokus van die Fakulteit.

EDU.9.1 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 hooggespesialiseerde 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.9.2 ADMISSION REQUIREMENTS / TOELATINGSVEREISTES

EDU.9.2.1 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.
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- (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 doktrale program, te bespreek.*
 - (ii) *'n Student wat vir die eerste keer vir die doktrale 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.9.2.2 SPECIFIC ADMISSION REQUIREMENTS / SPESIFIEKE TOELATINGSVEREISTES

- (i) The minimum entry requirement to a Doctoral of Education degree (PhD) is a Master of Education degree (MEd) or an appropriate 180-credit Level 9 professional Master's degree, or a relevant Master's degree.

- (ii) The student must have obtained a minimum average pass mark of 60% for the research MEd or other relevant research Masters, or a minimum pass mark of 60% for the research modules in the professional MEd or relevant professional Master's degree on NQF level 9.
 - (iii) Should a student not have a Master's in an applicable field of Education, but another Master's degree, the applicable Research Director in collaboration with the specific subject group leader and promoter will select two BEd Honours modules of the programme the student wants to follow (based on the student's previous qualification)/ in a cognate subject. An oral examination must be successfully completed in these modules, before the student can submit the research proposal for approval. The prescribed modules will not be on any academic record and the student will not pay registration fees for those modules. This can be done while the student is registered for the PhD degree.
 - (iv) Even if a prospective Doctoral 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.
 - (v) A document, a letter of intent, must be submitted with the student's application in order to assign the most suitable supervisor (as described in EDU 6.5) to the successful student. The letter of intent (maximum two pages), with a preliminary research title, should briefly describe what, why and how the student intend to conduct research.
- (i) *Die minimum toelatingsvereiste tot 'n Doktorale Opvoedkunde-graad (PhD) is 'n Meestersgraad in Opvoedkunde (MEd) of 'n toepaslike 180-krediet Vlak 9 professionele Meestersgraad, of 'n toepaslike Meestersgraad.*
 - (ii) *Die student moet 'n minimum gemiddelde slaagpunt van 60% vir die navorsings-MEd of ander relevante navorsingsmeesters behaal het, of 'n minimum slaagpunt van 60% vir die navorsingsmodules in die professionele MEd of relevante professionele meestersgraad op NKR-vlak 9.*
 - (iii) *Indien 'n student nie 'n Meestersgraad in 'n toepaslike Opvoedkunderigting het nie, maar 'n ander Meestersgraad, sal die toepaslike Navorsingsdirekteur in samewerking met die spesifieke vakgroepleier en promotor twee BEd Honneurs-modules kies van die program wat die student wil volg (gebaseer op die student se vorige kwalifikasie) in 'n verwante vak. 'n Mondelinge eksamen moet in hierdie modules suksesvol afgelê word, voordat die student die navorsingsvoorstel vir goedkeuring kan indien. Die voorgeskrewe modules sal nie op enige akademiese rekord wees nie en die student sal nie registrasiefooie vir daardie modules betaal nie. Dit kan gedoen word terwyl die student vir die PhD-graad geregistreer is.*
 - (iv) *Selfs al voldoen 'n voornemende doktorale student aan al die bogenoemde toelatingsvereistes, kan die aansoek steeds afgekeur word (1) weens 'n gebrek aan kapasiteit in die Fakulteit om voldoende studieleiding te gee, of (2) indien die voorgestelde*

navorsingsonderwerp nie geakkommodeer kan word binne die fokus van bestaande navorsingsprogramme/projekte in die Fakulteit nie.

- (v) *'n Dokument, 'n brief van voorneme, moet saam met die student se aansoek ingedien word om die mees geskikte studieleier (soos beskryf in EDU 6.5) aan die suksesvolle student toe te wys. Die brief van voorneme (maksimum twee bladsye), met 'n voorlopige navorsingstitel, moet kortliks beskryf wat, hoekom en hoe die student beoog om navorsing te doen.*

EDU.9.3 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 5.10.5).
- (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 5.10.5).*

EDU.9.4 RESEARCH PROPOSAL AND TITLE REGISTRATION (A RULE 5.10) / NAVORSINGSVOORSTEL EN TITELREGISTRASIE (A-REËL 5.10)

- (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 the faculty for consideration.
- (iii) After consideration the proposal and proposed title is sent 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.9.5 APPOINTMENT OF PROMOTER/CO-PROMOTER (A RULE 5.9.4) / AANSTELLING VAN PROMOTOR/MEDE-PROMOTOR (A-REËL 5.9.4)

- (i) Students are allocated to promoters based on the capacity in the faculty to render adequate supervision and based on the focus of the existing entities, research projects and expertise in subject groups in the faculty.
- (ii) 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) *Studente word aan promotors toegewys op grond van die vermoë in die fakulteit om voldoende studieleiding te lewer en gebaseer op die fokus van die bestaande entiteite, navorsingsprojekte en kundigheid in vakgroepe in die fakulteit.*
 - (ii) *'n Mede-promotor kan deur die wetenskaplike komitee voorgestel word op grond van die toepaslike tegniese kundigheid wat vereis word, afgesien daarvan dat die persoon nie oor 'n doktorsgraad beskik nie.*

EDU.9.6 ETHICAL CLEARANCE OF A RESEARCH PROPOSAL (A-RULE 5.10.4) / ETIESE KLARING VAN 'N NAVORSINGSVOORSTEL (A-REËL 5.10.4)

After the approval of the research proposal by 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.9.7 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 1.13).

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 1.13).

EDU.9.8 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 5.20).
 - (ii) The promoter must motivate 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 5.20.2):
 - a) that the research topic is still relevant;
 - b) what progress has already been made;
 - c) what still has to be done to complete the studies; and
 - d) whether the promoter is still available.
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- (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 5.20).*
 - (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 5.20.2):*
 - a) of die navorsingsonderwerp steeds relevant is;*
 - b) watter vordering reeds gemaak is;*
 - c) wat nog gedoen moet word om die studie af te handel;*
 - d) of die promotor steeds beskikbaar is.*

EDU.9.9 LIST OF PROGRAMMES / LYS VAN PROGRAMME

All qualification programmes are linked to Organisation Unit: PC, with promoters being allocated from across the three sites of delivery/campuses.

Alle kwalifikasie programme is gekoppel aan Organisasie Eenheid: PC, terwyl promotors van oor al drie afleweringsegebiede/kampusse toegewys word.

Programme Code / Programkode	Curriculum Code / Kurrikulumkode	Descriptive Name / Beskrywende naam	Curriculum Structure / Kurrikulum-struktuur	Credits / Krediete
4CA R10	O901P	Physical Science Education / <i>Fisiese Wetenskaponderwys</i>	PHSE 971	360
4CA R06	O901P	Educational Management and Leadership / <i>Onderwysbestuur en Leierskap</i>	EDMA 971	360
4CA R05	O901P	Education Law / <i>Onderwysreg</i>	EDLW 971	360
4CA R07	O901P	Educational Psychology / <i>Opvoedkundige Sielkunde</i>	EPSY 971	360
4CA R01	O901P	International and Comparative Education / <i>Internasionale en Vergelykende Opvoedkunde</i>	CMPE 971	360
4CA R09	O901P	Mathematics Education / <i>Wiskunde-onderwys</i>	MATE 971	360
4CA R14	O901P	Special Needs Education / <i>Onderwys vir Spesiale Behoeftes</i>	SPNE 971	360
4CA R11	O901P	Philosophy of Education / <i>Filosofie van Opvoedkunde</i>	PHIE 971	360
4CA R12	O901P	Physical Education / <i>Liggaamlike Opvoeding</i>	MOVE 971	360
4CA R02	O901P	Computer Science Education / <i>Rekenaarwetenskaponderwys</i>	CSIE 971	360
4CA R03	O901P	Curriculum Studies / <i>Kurrikulumstudies</i>	CRSE 971	360
4CA R15	O901P	Language Education / <i>Taalonderwys</i>	EDSL 971	360

EDU.9.10 EXAMINATIONS / EKSAMINERING

EDU.9.10.1 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.
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- (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.9.10.2 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.
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- (i) *Die eksamen vir 'n doktorsgraad bestaan minstens uit 'n proefskrif wat die resultate van die student se oorspronklike navorsing bevat.*
 - (ii) *'n Doktorale proefskrif moet vir eksaminering ingedien word.*

EDU.9.11 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 5.11.3) and the latest Manual for Postgraduate Studies.
 - (iii) In addition to the SALA solemn declaration document a declaration should be included in the thesis in order for the students to declare that it is their own work.
 - (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 5.12.1 and Faculty rule 5.4.2).
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- (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 5.11.3).*
 - (iii) *Benewens die SALA plegtige verklaringsdokument, moet 'n verklaring in die verhandeling ingesluit word waarin die studente verklaar dat dit hul eie werk is.*
 - (iv) *Wat die doktersgraad in artikel format betref: Om 'n doktersgraad 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 Innooveringskomitee 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 5.12.1 en Fakulteitsreël 5.4.2).*

EDU.9.12 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 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.

EDU.9.13 EXIT-LEVEL OUTCOMES / UITREEVLAK UITKOMSTE

Candidates will obtain this degree only if they can demonstrate the competence described in the exit level outcomes that follow:

- (i) Demonstrate a depth of knowledge and high levels of theoretical understanding in a complex and specialised area in the field of Education and/or across specialised or applied areas.
- (ii) Demonstrate intellectual independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies to solve complex, unfamiliar problems in the field of Education, and the competence to integrate and apply theoretical knowledge and research findings in relevant local and global contexts as well as across disciplines.
- (iii) Deal with complexity, lacunae and contradictions in the knowledge base of the field of Education.
- (iv) Autonomously generate, synthesise and evaluate information and concepts at highly abstract levels and make sound evaluations on the basis of independently generated criteria.
- (v) Question existing knowledge boundaries and practices in the field of Education and create responses to problems that expand or redefine existing knowledge.
- (vi) Show a mastery of the literature and state of research in a specific area.
- (vii) Demonstrate research leadership in a field or across disciplines, including the ability to plan, resource, manage and optimise all aspects of research processes in complex and unpredictable contexts.
- (viii) Demonstrate high levels of responsibility, self-reflexivity and adaptability with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa, and the ability to relate these issues to international contexts.

Kandidate kan slegs hierdie graad verwerf as hulle die vaardigheid kan demonstreer wat beskryf word in die uitreevlakuitkomst wat volg:

- (i) *Demonstreer 'n diepte van kennis en hoë vlakke van teoretiese begrip in 'n komplekse en gespesialiseerde gebied in die onderwysveld en/of oor gespesialiseerde of toegepaste gebiede.*
- (ii) *Demonstreer intellektuele onafhanklikheid en gevorderde navorsingsvaardighede deur die vermoë om gesofistikeerde kennis en navorsingsmetodologieë toe te pas om ingewikkelde, onbekende probleme op die gebied van die onderwys op te los, en die*

vaardigheid om teoretiese kennis en navorsingsbevindinge te integreer en toe te pas in relevante plaaslike en wêreldwye kontekste, soos oor dissiplines heen.

- (iii) Die kompleksiteit, leemtes en teenstrydighede in die kennisbasis van die onderwysveld te hanteer.*
- (iv) Genereer, sintetiseer en evalueer inligting en konsepte outonoom op hoogs abstrakte vlakke en doen goeie evalueringe aan die hand van onafhanklike gegengereerde kriteria.*
- (v) Bevraagteken bestaande kennisgrense en praktyke in die onderwysveld en skep antwoorde op probleme wat bestaande kennis uitbrei of herdefinieer.*
- (vi) Toon 'n bemeestering van die literatuur en die stand van navorsing op 'n spesifieke gebied.*
- (vii) Demonstreer navorsingsleierskap in 'n veld of oor verskillende dissiplines, insluitend die vermoë om alle aspekte van navorsingsprosesse in komplekse en onvoorspelbare kontekste te beplan, te help, te bestuur en te optimaliseer.*
- (viii) Demonstreer hoë vlakke van verantwoordelikheid, selfrefleksiwiteit en aanpasbaarheid met betrekking tot die etiese implikasies van navorsing, die bepaling van maatskaplik relevante kwessies en navorsingsbehoefte in Suid-Afrika, en die vermoë om hierdie kwessies met internasionale kontekste in verband te bring.*