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Faculty of **Education**

Dean:

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DEd (UWC), PhD, DPhil (Stell)



CALENDAR 2012
PART 6



FACULTY OF EDUCATION

Table of Contents

General Information	3
The Faculty of Education	12
Programmes Offered	17
BEd (General Education).....	17
BEdPsych: School Counselling.....	24
Sport Science	25
BA Programme in Sport Science	25
BSc in Sport Science.....	30
BHons in Biokinetics	33
BHons in Sport Science	34
BEdHons.....	34
MEd	40
<i>MEd (Research)</i>	41
<i>Structured MEd Programmes</i>	41
<i>Curriculum Studies</i>	42
<i>Education Policy Studies</i>	43
<i>MEdPsych</i>	44
<i>Educational Support</i>	45
MPHIL.....	46
<i>Higher Education</i>	46
<i>Education and Training for Lifelong Learning</i>	48
M in Sport Science.....	49
DEd.....	50
PhD	50
Postgraduate Certificate in Education (PGCE)	52
Postgraduate Diploma in Higher Education in Teaching and Learning [PGDip (HE)(T&L)]	58
ACE (Advanced Certificate in Education).....	59
<i>Arts and Culture</i>	60
<i>Computer Applications Technology</i>	61
<i>Information Technology</i>	62
<i>Life Sciences</i>	63
<i>Mathematical Literacy</i>	64
<i>Mathematical Sciences – Senior Phase</i>	65
<i>Mathematical Sciences – Further Education and Training Phase</i>	65
<i>Physical Sciences</i>	66
<i>School management and leadership</i>	67
Subjects, Modules and Module Content	69
Research and Service Bodies	142

IN THE EVENT OF ANY DISPUTE, THE AFRIKAANS VERSION OF THIS PART OF THE CALENDAR WILL BE DEEMED TO BE THE OFFICIAL VERSION

General Information

STANDING INVITATION TO PAST STUDENTS

The Registrar cordially invites all past students of Stellenbosch University to notify him in writing of any change of address.

The Registrar also welcomes news of distinctions, academic or other, won by our past students, and would appreciate being informed of the titles of any of their publications. The Senior Director: Library and Information Services would be equally happy to receive copies of such publications on behalf of the University Library.

SUMMARY: LANGUAGE POLICY AND PLAN

The official Language Policy and Language Plan of Stellenbosch University were approved by the Council of the University in 2002. The following summary is provided in the interests of brevity, but must be read in conjunction with, and is subject to, the full Language Policy and Plan. The full version is available at <http://www.sun.ac.za/taal>.

A. Language Policy

1. The University is committed to the use and sustained development of Afrikaans as an academic language in a multilingual context. Language is used at the University in a manner that is directed towards its engagement with knowledge in a diverse society.
2. The University acknowledges the special status of Afrikaans as an academic language and accepts the responsibility to promote it. At the same time, it takes account of the status of English as an international language of communication and of isiXhosa as an emerging academic language.
3. The University distinguishes between the use of the three languages in the following manner:
 - Afrikaans is by default the language of learning and teaching at undergraduate level, while English is used to a greater extent at the postgraduate level;
 - isiXhosa is promoted as an emerging academic language. The University creates opportunities for students and staff to acquire communication skills in isiXhosa.
4. The institutional language of the University is, by default, Afrikaans, while English is also used, depending on the circumstances, as an internal language of communication. All three languages are used, where possible, for external communication.

B. Language Plan

1. The Language Plan distinguishes between the implementation of the policy in learning and teaching situations and in the support services and management.
2. Choices between various language options may be made in learning and teaching situations, depending on the language abilities of the lecturer and the composition of the students and programme. These language options are arranged in a hierarchy. Reasons must be provided for deviating from the default option (see point 4 for details).

In extraordinary and compelling circumstances the University may deviate from the language specification of a module or programme, on condition that any such deviation must be reviewed at the end of each semester to determine whether its continuation remains justified. The deans manage this process, reporting on it to the Executive Committee (Senate). The Language Committee must be informed of any deviation from the language specification of a module or programme and must be given the opportunity to enquire about such deviation, where necessary.

3. Three general guidelines apply with regard to the language of learning and teaching in class:
 - Modules in which a language is taught are conducted mainly in the language in question (e.g. isiXhosa is taught mainly in isiXhosa, Mandarin in Mandarin) and tasks, tests and examinations are set and answered accordingly.
 - Questions papers in all other modules are set in Afrikaans and English and students may answer in Afrikaans or English.
 - Except in cases where the aim of the module is language acquisition or the study of the language, students may ask questions and expect answers in Afrikaans or English.
4. Departments choose and implement the various language specifications as follows (the above three points apply generally for all options):

A Specification*

Rationale

Applies as the default mode for all undergraduate modules. No reasons need to be given for exercising this option.

Characteristics

- Teaching is mainly in Afrikaans
- Study material such as textbooks, notes, transparencies, electronic learning and teaching material may be in Afrikaans and/or English
- Study framework is in Afrikaans and English.

T Specification (bilingual classes)*

Rationale

Is used for classes where

- students' language competence requires greater use of English
- a programme offered is unique to the University
- multilingualism is important in the context of a specific occupation
- the lecturer does not yet have an adequate command of Afrikaans.

Characteristics

- Teaching is in Afrikaans for at least 50% of the time.
- Textbooks and reading matter are in Afrikaans and/or English.
- Study notes, transparencies and electronic learning and teaching material are fully in Afrikaans and English, or alternately in Afrikaans and English.

E Specification (English as the main medium of instruction)

Rationale

Is used only in highly exceptional circumstances for

- programmes unique in South Africa
- programmes in which students do not have adequate language skills (foreign or English-speaking students)
- modules in which the lecturer does not have a command of Afrikaans
- regional co-operation and strategic aims that necessitate English.

Characteristics

- Teaching is primarily in English.
- Textbooks and reading matter are in Afrikaans and/or English.
- Notes are in English with core notes in Afrikaans.
- Transparencies and electronic learning and teaching material are in English.

A & E Specification (separate 'streams' in Afrikaans and English)

Rationale

Used only in most exceptional circumstances when academically and financially justified and attainable for

- modules with large numbers of students
- regional co-operation and attaining strategic goals
- programmes offered by satellite technology or interactive telematic education.

Characteristics

The characteristics of the A and E options apply respectively here.

- * For both of these options an academic language competence in Afrikaans and English is essential for successful study.
- 5. Afrikaans is the default language of communication for the support services and management. All official documents of the University are available in Afrikaans. 'Default' does not, however, mean 'exclusively': important policy documents are available in English and communication with staff is also conducted in English. Guidelines are provided for the language to be used at meetings. Documents relating to the service conditions for staff are available in Afrikaans, English and isiXhosa.
- 6. Written communication with students is conducted in Afrikaans and English, and recruitment is conducted, where possible, also in isiXhosa. Oral communication is conducted in Afrikaans or English, according to the language of preference of the student.
- 7. The corporate image of the University reflects the Language Policy and Plan.
- 8. A Language Committee is appointed by the Council to implement the Language Policy and Plan.
- 9. The Language Centre assumes the responsibility for the provision and/or the coordination of the relevant language support required for the effective implementation of the Language Policy and Plan.

CODE OF CONDUCT FOR LANGUAGE IN THE CLASSROOM

This Code of Conduct has been drawn up in order to provide practical guidelines for understanding and implementing the Language Policy and Language Plan of SU, which were accepted by the University Council in 2002. The Council regards it as important that the Language Policy and Plan of the US should be implemented with integrity. The Code is offered as an aid for dealing constructively with possible difficulties or uncertainties. The core principle governing the day-to-day use of language on the campus is that all staff, students and clients of the University are responsible for language matters and may have the expectation that disputes will be approached and dealt with in a spirit of co-operation in which workable solutions are sought.

A distinction is drawn in the Code of Conduct between the responsibilities and expectations of staff and of students. Complaints on language matters of an academic nature will be dealt with in accordance with standard procedures.

The Language Policy and Plan sets the minimum language requirements for students studying at Stellenbosch University (Language Plan 2002:5):

As a general rule, students taking an A module or a T module require an academic language proficiency in both Afrikaans and English for effective study at the undergraduate level. A higher level of academic language proficiency is required for postgraduate study. Lecturers, especially with regard to their obligations to set and assess assignments, tests and question papers in English and Afrikaans, will be expected within a reasonable time from their appointment to develop sufficient receptive skills (listening and reading) in Afrikaans and English to be able to follow discussions in class, to set assignments and examination

question papers in both languages and to be able to understand students' answers in both languages. They should also be capable of judging the equivalence of translations and of fairly assessing answers in Afrikaans and English.

Lecturers' Responsibilities

Lecturers bear the responsibility of:

1. implementing the language specifications of the module being taught in accordance with the requirements of the Language Plan (see especially paragraph 3 of the Language Plan).
2. revising and adjusting the language specifications where necessary and according to the circumstances (new text books, other lecturers).
3. informing students briefly at the beginning of the teaching of the module, orally and in the module framework, of the choices and alternative for which the language specifications make provision.
4. ensuring that questions in assignments, tests and examinations have exactly the same content in English and Afrikaans.
5. developing sufficient language proficiency to be able to mark assignments, tests and examinations in Afrikaans and English, or making other satisfactory arrangements that it takes place.
6. ensuring that, in accordance with the guidelines for the T option (see 3.3.1.2 of the Language Plan), students' language proficiency is sufficiently developed, and the necessary measures are in place to ensure subject-specific language proficiency in Afrikaans and English.
7. striving at all times to act courteously and accommodatingly in situations involving language use (e.g. when questions are asked in English in a class where the language specification for the module is A).

Lecturers' Expectations

Lecturers can expect students to:

1. take note of the characteristics of the language specification applicable to the specification laid down for the module. (See paragraph 3, Language Plan).
2. inform the lecturer of their needs with regard to academic language skills.
3. respect the spirit of the Language Policy and Plan, especially with regard to the development of skills in a language which is not their language of choice, by deliberately paying attention to it, taking part actively in class and working on their knowledge of subject terminology and subject discourse in both languages. This expectation applies especially to the T Specification for modules.

Students' Responsibilities

Students bear the responsibility of:

1. ascertaining the language options for each module and noting especially the consequences; e.g. that translations will not be available in some instances.
2. being honest and open-hearted about their language skills and taking the responsibility for early and appropriate action if they should experience difficulties.
3. deliberately developing the receptive skills (listening and reading) in the language not of choice for learning and teaching by active participation in class.
4. buying and using the prescribed material (especially text books) to improve their language skills in the subject.
5. being courteous and accommodating, and acting accordingly, in situations where language use is at issue, e.g. with regard to the difficulties of the minority group in the class.

6. accepting that one or a few students, because of inadequacies in his/their language proficiency, may not exercise or try to exercise a right of veto with regard to the use of Afrikaans or English in the class situation.

Students' Expectations

Students can expect that:

1. help with language skills development will be provided should their academic language proficiency in Afrikaans and/or English be inadequate.
2. they can ask questions and conduct discussions in Afrikaans or English (unless the other languages are required, as in language modules), taking into account their own and the lecturer's language proficiency.
3. Afrikaans and English versions of assignments and question papers will be available and will have the same content.
4. there will be a sensitivity for language difficulties, so that language errors made under examination conditions will be assessed with discretion.

NON-RACISM

Stellenbosch University admits students of any race, colour, nationality or ethnic origin to all rights, privileges, programmes and activities generally accorded or made available to students of the University. The University does not discriminate on the basis of race, colour, nationality or ethnic origin in the implementation of its educational policies, its scholarship and loan programmes, or its sport programmes.

PLEASE NOTE

1. In this publication any expression signifying one of the genders includes the other gender equally, unless inconsistent with the context.
2. Before making a final choice of modules (subjects), every student should closely consult the relevant timetables. Should it then become apparent that two modules fall in the same time slot on a particular timetable, the University will not allow registration as a student in both of them for the same year/semester since they will be an inadmissible combination.
3. The University reserves the right to amend the Calendar at any time. The Council and Senate of the University accept no liability for any inaccuracies there may be in the Calendar. Every reasonable care has, however, been taken to ensure that the relevant information to hand as at the time of going to press is given fully and accurately in the Calendar.
4. In the event of uncertainty or a dispute regarding information in Part 10 of the Calendar, the final interpretation will be based on the Afrikaans version.
5. Parts 1, 2 and 3 of the Calendar contain general information applicable to all students. Students are urged to note with special care the content of the Provisions relating to Examinations and Promotions in the "University Examinations" chapter of Part 1 of the Calendar.

CALENDAR CLASSIFICATION

The University Calendar is divided into the following parts:

General	Part 1
Bursaries and Loans	Part 2
Student Fees	Part 3
Arts and Social Sciences	Part 4
Science	Part 5
Education	Part 6
AgriSciences	Part 7
Law	Part 8
Theology	Part 9
Economic and Management Sciences	Part 10
Engineering	Part 11
Health Sciences	Part 12
Military Science	Part 13

Afrikaans (Part 1 - 12) or English copies of the individual parts may be obtained from the Registrar on request.

COMMUNICATION WITH THE UNIVERSITY

Web address: <http://www.sun.ac.za/>

Student number

In dealing with new formal applications for admission, the University assigns each applicant a number. This number uniquely identifies the person concerned. In the University's "jargon" we call this number your student number. The allocation of a student number does not, however, in itself mean that the applicant has been finally accepted for the proposed programme of study. You will be advised whether or not you have been accepted in a separate letter.

Once the University has informed you of your student number, you will be required to quote it in all future correspondence with the University.

Postal addresses at the Central Administration

Correspondence on academic matters - i.e. study-related matters, bursaries, loans, etc. - should be directed to

The Registrar
Stellenbosch University
Private Bag X1
MATIELAND
7602

Correspondence on matters relating to finance and services, including services at University residences, should be directed to

The Executive Director: Operations and Finance
Stellenbosch University
Private Bag X1
MATIELAND
7602

Other official postal addresses

The Dean Faculty of Education
Stellenbosch University
GG Cillie Building
Private Bag X1
Matieland
7602

Student Affairs (Non-academic matters) Neelsie
Private Bag X1
Matieland
7602

Client Services Call Centre

Tel (021) 808 9111

Fax (021) 808 3822

Web address

<http://www.sun.ac.za/education>

USEFUL TELEPHONE AND FAX NUMBERS

	Telephone	Fax
US Client Services Call Centre	(021) 808 9111	(021) 808 3822
Faculty of Education		
The Dean: Faculty of Education	(021) 808 2257	(021) 808 2269
Vice-Dean (Research)	(021) 808 2883	(021) 808 2020
Vice-Dean (Teaching)	(021) 808 2883	(021) 808 2020
Faculty Secretary	(021) 808 4831(021)	(021) 808 3822
Department of Curriculum Studies	(021) 808 2300	(021) 808 2295
Department of Education Policy Studies	(021) 808 2419	(021) 808 2283
Department of Educational Psychology	(021) 808 2306	(021) 808 2021
Department of Sport Science	(021) 808 4915	(021) 808 4817
Major entities by campus		
Graduate School of Business (Bellville Park)	(021) 918 4111	(021) 918 4112
Health Sciences, Faculty of (Tygerberg)	(021) 938 9111	(021) 931 7810
Interactive Telematic Education (Stellenbosch)	(021) 808 3563	(021) 808 3565
Library (=JS Gericke) (Stellenbosch)	(021) 808 4385 (021) 808 4883	(021) 808 4336
Military Science, Faculty of (Saldanha)	(022) 702 3999	(022) 814 3824
School for Public Management and Planning (Bellville Park)	(021) 918 4122	(021) 918 4123
Other units		
Admissions	(021) 808 4546	(021) 808 3822
Bursaries (Postgraduate candidates)	(021) 808 4208	(021) 808 2954
Bursaries and Loans (Undergraduate candidates)	(021) 808 4627	(021) 808 2954
Central Administration, Stellenbosch	(021) 808 4515	(021) 808 3822
Centre for Student Counselling and Development	(021) 808 3894	(021) 808 4706
Centre for Teaching and Learning (Extended degree programmes)	(021) 808 3717	(021) 808 3822
Communication and Liaison	(021) 808 4633	(021) 808 3800
Examinations Section	(021) 808 4582	(021) 808 2884
International Office	(021) 808 4628	(021) 808 3799
Research Development	(021) 808 4914	(021) 808 4537
Sport Bureau	(021) 808 4642	(021) 808 4897
Stellenbosch Foundation	(021) 808 4020	(021) 808 3026
Student Fees	(021) 808 4913	(021) 808 3739
Student Housing	(021) 808 2848	(021) 808 2847
Student Records	(021) 808 4574	(021) 808 3822
Faculty Secretaries		
Agrisciences	(021) 808 4833	(021) 808 3822
Arts and Social Sciences	(021) 808 4840	(021) 808 3822
Economic and Management Sciences	(021) 808 4837	(021) 808 3822
Education	(021) 808 4831	(021) 808 3822
Engineering	(021) 808 4835	(021) 808 3822
Health Sciences: Administration, Stellenbosch	(021) 808 4842	(021) 808 3822
Health Sciences: Tygerberg Campus	(021) 938 9204	(021) 931 7810
Law	(021) 808 4850	(021) 808 3822
Military Science	(021) 808 4835	(021) 808 3822
Science	(021) 808 4832	(021) 808 3822
Theology	(021) 808 4850	(021) 808 3822

STANDING RULES FOR DEAN'S CONCESSION EXAMINATIONS (DCEs)

1. A final-year student who, when he has taken all the examinations and when all final marks are available, is one module with a credit value of no more than 36 credits in arrears for his degree may - subject to the provisions of paragraph 2 below - be admitted to a Dean's Concession Examination (DCE) as a concession made by the Dean, in consultation with the academic department(s) concerned.
2. Where a student qualifies for a DCE in an examination module subsequent to the first round of examination, such DCE must be taken during the second round of examination. The onus is on the student concerned to identify himself as a DCE candidate and to obtain the necessary confirmation. If the student again fails the module, no further DCE will be granted.
3. Where a student qualifies for a DCE subsequent to the second examination opportunity, the DCE must be taken at a scheduled time during the last week of February.
4. The students referred to in paragraph 3 above must be identified by the Faculty Secretary, who must send their names to the departments concerned via the Dean's office. The onus, however, will be on the students concerned to apply to the Faculty Secretary in good time about possible qualification for a DCE. Students who are granted a DCE must present themselves for the examination, which will be conducted departmentally.
5. DCEs in modules subject to continuous assessment must be taken at the same time as referred to in paragraph 3 above, subject to the procedures laid down in paragraph 4 above.
6. Students who have been granted a DCE must ascertain when and where the DCE in question is to be written and present themselves at such time and place.
7. DCEs are granted only with the approval of the Dean. Under no circumstances may any department grant a DCE without the Dean's approval. No lecturer may give an undertaking to a student in this matter.

The Faculty of Education

INTRODUCTION

Education is given a central place in all progressive societies. The main duty of educators is to help see that learners receive support of the kind that in the long run enables them to acquire and foster the values, knowledge, skills and opportunities that are of benefit to communities and individuals alike.

This Faculty has a long history of involvement and leadership in the education of teachers, both undergraduate and postgraduate, and in research into and service to the field of teaching. Initially, teachers received their training at the Victoria College (forerunner to Stellenbosch University). The chair of Education at the Victoria College was instituted in 1913. When Stellenbosch University came into being in 1918, the Faculty of Education was one of the first four faculties.

Salient features of the Faculty down the years have been its pursuit of academic and professional excellence, and its delivery of relevant service, while keeping in close touch with employer bodies and the organised teaching profession. In this respect, members of the Faculty have an unbroken record of direct involvement in various fields - frequently in a leadership role.

Accreditation of programmes

The Faculty of Education has achieved the singular honour of being one of the few universities to have been given full accreditation for the programmes that were evaluated during 2005 and 2006 by the Council for Higher Education's Committee for Quality Assurance. These programmes are the MEd (Education Policy Studies), the BEd, PGCE and ACE (Mathematical Literacy). This is a clear indication not only of the quality of the programmes presented by the Faculty, but also of the recognition Stellenbosch University enjoys in the area of undergraduate and postgraduate teacher education.

Changes in the education milieu

Vision

It is the vision of this Faculty to take a leading role in the creation of quality educational opportunities for lifelong learning, through its research, its teaching and its other services, in order to help meet the differentiated educational needs of the broader community. Study in Education should mean opportunities for students to equip themselves with knowledge, insight and skills so that, in a changing education milieu, both individual and social development are well served.

The education offered at the Faculty is designed to bring about strong development and growth in its students, most strikingly perhaps in terms of skills and qualities such as: communication with individuals and groups (both writing and speaking); conflict management (interpersonal, organisational); critical and creative philosophical thinking; time management; enthusiasm; initiative; leadership; and team work. Skills such as these not only have enrichment and formative value for students who desire a thorough preparation for teaching. These skills can also benefit practitioners of other professions in coping with the challenges of our time. Some examples here are experts in communication, community developers, liaison officers and, more generally, any group that focuses on client service, marketing and sales.

The Faculty hopes that its programmes will make excellent education a reality. Full provision is made for aspiring teachers. We offer them a choice, for instance, between the undergraduate programme for BEd (General Education) or the postgraduate programme

leading to a Postgraduate Certificate of Education (PGCE). Provision is also made for people who wish to improve their professional qualifications. We offer choices including an Advanced Certificate in Education (ACE), and postgraduate programmes such as BHons in Biokinetics, BHons in Sport Science or MEd, MPhil, M in Sport Science, PhD in different fields, for instance Sport Psychology, and DEd. The Faculty is keen to help meet current challenges in education effectively. For that reason it gives a high priority to research and development - both the basic and the practically orientated kind. The Faculty sees it as essential, too, to draw clear lines between matters such as the development of human resources and potential in schools and communities in terms of Educational Psychology; instructional leadership and education management; and the need for continuing education felt by teachers in the new South Africa. All in all, then, students of Education are assured of opportunities not only to contribute to the debate on issues of education in South-Africa, but also to make inputs to research nationally and internationally in a range of other professional areas.

Mission and Objectives

In the context of its vision, this is how the Faculty sees its mission.

The Faculty of Education is an academic institution which

- delivers teaching, research and relevant service in keeping with University policy, whilst pursuing high academic and professional standards;
- functions in terms of the values and norms generally accepted at the University, having regard for the values and norms of the broad community and, out of respect for the ideal of academic freedom, performs its academic task in ways that make for personal responsibility and professional excellence among educators;
- makes a decisive contribution to the development of the human potential of South African society at large by promoting lifelong learning through relevant education and training.

In line with its mission, the Faculty pursues the academic objectives stated below:

1. The maintenance of the highest academic and professional standards in the spheres of teaching, research and the delivery of relevant service through
 - the prompt initiation and sustained undertaking of relevant research into present and future teaching, education and related needs;
 - the expansion of undergraduate and postgraduate studies with a view to the advancement of teaching as a field of knowledge and of its professionalisation; and
 - appropriate programmes for the continuing professional development of those in teaching, appropriate community service and appropriate academic support programmes, contributing thereby to the national initiative for the restructuring and development of teaching and training opportunities for the Southern African community as a whole.
2. The optimal accessibility of the Faculty's training and facilities to all who qualify.
3. The establishment and development of cooperation
 - with professional and other organisations (nationally and internationally) with a view to ensuring suitable training and research and mutual meeting of needs;
 - both within the University and with other tertiary training bodies and relevant organisations for the purpose, inter alia, of avoiding undesirable duplication of training, research and service delivery.
4. The fostering of conduct that accords with the ethics of teaching as a profession.

Structure of the Faculty

The Faculty of Education is made up of the following four departments:

Department of Curriculum Studies

(Including the Research Unit for Mathematics Education (RUMEUS) and the Centre for Higher and Adult Education);

Department of Education Policy Studies

(Division of Philosophy of Education and Division of Education Administration);

Department of Educational Psychology

(Including the Practicum Unit of the Department of Educational Psychology);

Department of Sport Science

All undergraduate curricula aimed at professional teacher education are made up of combinations of the programmes taught by the four departments. The postgraduate or higher programmes may be specialised or interdisciplinary.

Curriculum Studies	Education Policy Studies	Educational Psychology	Sport Science
UNDERGRADUATE			
BEd (Gen Ed)	BEd (Gen Ed)	BEd (Gen Ed)	BA/BSc/BEd (Gen Ed)
BEdPsych (being phased out from 2008)		BEdPsych (being phased out from 2008)	
POSTGRADUATE AND ADVANCED			
PGCE, ACE	PGCE, ACE	PGCE	PGCE
PGDip (HE) (T&L)			
BEdHons (Curriculum Studies and Language Education streams)	BEdHons (Education Management and Education Policy Studies streams)	BEdHons (Educational Support and Educational Psychology streams)	BHons (Sport Science and Biokinetics streams)
MEd/Mphil	MEd/Mphil	MEd/Mphil/MedPsych	M in Sport Science
DEd/PhD	DEd/PhD	DEd/PhD	PhD(Sport Science) or PhD (Sport Psychology)

DEGREE, DIPLOMA AND CERTIFICATE PROGRAMMES

[The level of each programme on the National Qualifications Framework (NQF) is shown in brackets.]

Degree Programmes

DEd (Level 8b)

PhD (Level 8b)

MEd (Level 8a)

MEdPsych (Level 8a)

MPhil (Level 8a)

M in Sport Science (Level 8a)

BEdHons (Level 7)
BHons in Biokinetics or in Sport Science (Level 7)
BEdPsych (Level 7) (no further intake from 2008)
BEd (General Education) (Level 6)

Certificate Programmes

PGCE (Postgraduate Certificate in Education) (Level 6)
ACE (Advanced Certificate in Education) (Level 6)

Diploma Programme

PGDip (HE)(T&L) Postgraduate Diploma in Higher Education in Teaching and Learning

Specific Regulations

In addition to the general regulations, students should acquaint themselves with the particular requirements of each programme in the Faculty of Education, as set out in Part 1 (“General”) of the University Calendar. Students also need to be quite clear about the concepts “prerequisite pass” (PP), “prerequisite” (P) and “corequisite” (C) and how they apply to certain modules taught in Education. The particulars are provided in the descriptions of the modules (in the section on Subjects, Modules and Module Content) of every department.

Note: For a pass in English Medium or Afrikaans Medium on lower grade, a final mark of at least 50% is required; for a pass on higher grade, a final mark of at least 60% is required.

UNDERGRADUATE ENROLMENT MANAGEMENT

In order to meet the targets of Council with regard to the *size* (the total number of students) and *shape* (fields of study and diversity profile) of the student body of Stellenbosch University (SU), it is necessary to manage the undergraduate enrolments at SU.

SU’s total number of enrolments is managed to be accommodated by its available capacity.

SU offers a balanced package of programmes covering all of three main study areas, namely (a) the humanities, (b) the economic and management sciences, and (c) the natural sciences, agricultural sciences, health sciences and engineering (Science, Engineering and Technology or SET).

SU is committed to the advancement of diversity.

Undergraduate enrolment management at SU adheres to the framework of the national higher-education system. A well grounded cohesion between national and institutional goals, respecting important principles such as institutional autonomy, academic freedom and public responsibility, is pursued. The following points of departure apply:

- The expansion of academic excellence by maintaining high academic standards.
- The maintenance and improvement of high success rates.
- The fulfilment of SU’s commitment to correction, to social responsibility and to contributing towards the training of future role models from all population groups.
- The expansion of access to higher education especially for students from educationally disadvantaged and economically needy backgrounds who possess the academic potential to study at SU with success.

Due to the limited availability of places and the strategic and purposeful management of enrolments, not all undergraduate applicants who meet the minimum requirements of a particular programme will automatically gain admission.

Details about the selection procedures and admission requirements for undergraduate programmes are available at www.maties.com and on the faculty’s web page at <http://www.sun.ac.za/education>

All undergraduate prospective students with the 2013 intake and beyond in mind must write the National Benchmarking Test (NBT). Consult the NBT web site (www.nbt.ac.za) or the SU web site at www.maties.com for more information on the National Benchmarking Test.

The results of the National Benchmarking Tests may be used by SU for the following purposes (details are available at www.maties.com):

- Supporting decision-making about the placement of students in extended degree programmes,
- selection, and
- curriculum development.

Programmes Offered

UNDERGRADUATE PROGRAMMES

BACHELOR'S DEGREES

BEd (General Education)

Applications close on 30 June.

Aim

The main aim of this programme is the initial training of educators for the General Education and Training Phase. The programme allows students to specialise in the Foundation Phase or the Intermediate and Senior Phases from the second year.

Admission

Admission to the BEd programme is subject to selection and only a limited number of positions are available. Only academic merit is applicable in the selection process and meeting the minimum admission requirements does guarantee selection.

Applications close on 30 June, after which the selection process will commence. Applicants must sit for the **August access test** at the latest.

The minimum admission requirements are the following:

- a. The National Senior Certificate (NSC)
- b. A pass mark in four university admission subjects, each at least at level 4 (unless specified otherwise in paragraph d below)
- c. An average percentage of at least 50% calculated on the basis of 60% of the average NSC result (Life Orientation excluded) and 40% of the results of the US Access Tests

(Once you have received your results you will be able to work out your average yourself.)

- d. The following specific language and mathematics requirements:

d1 **Afrikaans:** *If you attended school in Afrikaans, you must have obtained the following minimum result in TWO of the following language subjects:*

- Level 5 for Afrikaans (Home Language or First Additional Language) and
- Level 4 for English (Home Language or First Additional Language) or
- Level 4 for Xhosa (Home Language or First Additional Language).

d2 **English:** *If you attended school in English, you must have obtained the following minimum result in TWO of the following language subjects:*

- Level 5 for English (Home Language or First Additional Language) and
- Level 4 for Afrikaans (Home Language or First Additional Language) or
- Level 4 for Xhosa (Home Language or First Additional Language).

d3 **Mathematics:** Level 3 for Mathematics or Level 5 for Mathematical Literacy..

NB: Students who wrote their final examination before 2008 must have passed Mathematics (SG) at least at grade 12 level.

NB:

You must have passed either Afrikaans (Home Language or First Additional Language) or English (Home Language or First Additional Language) for the NSC at Level 5. If you did another official language (Home Language or First Additional Language) instead of Afrikaans or English, you must have passed at Level 4. In this case, the results of the

Access Test will be the deciding factor in whether to admit you or not. If you have obtained a Level 5 for one of the language subjects listed above, but it is not your language of instruction, you may be granted discretionary admission on the basis of your performance in the access test.

Selection policy

As from 2011 a selection policy will be applied for admission to the BEd (General Education) programme. According to this policy provision is made for only a limited number of positions for first-year students.

For candidates still at school places will be awarded based on a combination of the results of the access tests and academic performance at school level, in the ratio 40:60.

For currently enrolled students both school performance and current performance are taken into consideration. (They may be required to sit for the access tests that have not been taken for the BEd programme.)

In accordance with the University's diversity policy, provision is made for admission of candidates from the underrepresented groups.

All applicants still must meet SU's general admission requirements as well as faculty-specific admission requirements for the BEd programme.

Foundation phase: Applicants who wish to specialise in the foundation phase from their second year of study should take note that limiting the number of positions for first applicants in the foundation phase to 100 from 2012 is currently being taken under consideration.

Applications close on 30 June, after which the selection process will commence.

Main fields of study

When applying for admission, prospective students are required to specify the field they wish to specialise in from the second year, namely Intermediate and Senior Phases (ISP) or *Foundation Phase (FP)*.

Students who wish to change their main field of specialisation after the first year of study must apply in writing for permission to do so. Such applications must be directed to the Registrar of the Faculty of Education before 31 October of the first year of study.

A particular main field of study will be presented only if the staffing situation makes this possible and at least ten students are admitted to the programme.

School visits

The Teaching and Learning modules are part of practice teaching and are prerequisites for the following year of study. These modules generate 120 credits over four years in the following manner:

Students in the **first year** of study gain experience of teaching practice in the Faculty by means of observation and-micro teaching. The marks obtained count towards the class mark for *Teaching and Learning 178*.

Students in the **second, third and fourth** year gain experience of practice teaching by visiting schools in the third school term. The mark for practice teaching counts towards the class mark for *Teaching and Learning 278/288, 378/388 and 478/488*.

Second- and **third-**year students do school visits (observation) at the school of their choice at the beginning of the school year (when the teachers start) as follows:

- Second-year students (FP) must do 10 school days compulsory observation in grade R at the beginning of the year. This counts towards the class mark for *Teaching and Learning 288*.

- Third-year students (FP) must do 10 school days' compulsory observation in grades 1 to 3 at the beginning of the year. This counts towards the class mark for *Teaching and Learning 388*.
- Second-year students (ISP) must do 10 school days' compulsory observation in any grade 4 to 6 (7) classroom at the beginning of the school year. This mark will count towards the class mark for *Teaching and Learning 278*.
- Third-year students (ISP) must do 10 school days' compulsory observation in any grade (7), 8-9 classroom. This mark will count towards the class mark for *Teaching and Learning 378*.

Second- and third-year students do their practice teaching in schools in their home towns during the third term.

Fourth-year students do their practice teaching at schools in Stellenbosch and the surrounding area so that lecturers can visit them in the third term (WCED school term).

Multilingual requirements

The degree is conferred only if students meet the multilingual requirements of the provincial language policy and the policy of mother tongue-based multilingualism in Western Cape schools. This means doing and passing at least one language as a language of learning and teaching (pass mark of 60%), a second language as a professional communication medium (pass mark of 50%) and a third language at the level of basic communication skills (pass mark of 50%).

Admission to the BEdHons (Educational Psychology)

Students who are interested in applying to do the BEdHons in Educational Psychology must have done Psychology III (at least 48 credits) or equivalent modules approved by the Department of Educational Psychology.

According to the schedules of the relevant faculties it unfortunately is not possible for students to fit the subject Psychology into the BEd programme. As exception to the rule students will be allowed to take Psychology as extra subject at Unisa at the same time as their BEd studies, or after finishing their BEd degree.)

Structure (Programme Modules)

(See the alphabetical list of subjects for their module content.)

BEd in General Education Foundation Phase

First year (130 credits)

Compulsory Modules

Afrikaans en Nederlands	178(24) or
Afrikaans Language Acquisition	178(24)
English Studies	178(24)
Xhosa	178(24) Introduction to Xhosa Language and Culture) (non-first-language speakers) or 188(24) (Introduction to Xhosa Language and Culture) (first-language speakers)

Students choose two of the above languages as their language teaching subjects for the following four academic years.

Curriculum Studies	144(10)
Economic and Management Sciences (Ed)	178(10)

Educational Psychology	124(10) (Development and learning)
Information Skills	172(6)

Students who have already passed Information Skills or any other Stellenbosch University module that includes MS Word, Excel, PowerPoint and Internet need not register for Information Skills 172(6) on condition that the module in question bears 6 credits.

Mathematics (Ed)	178(10)
Natural Sciences (Ed)	178(10)
Social Sciences (Ed)	178(10)
Teaching and Learning	178(16) (Practice)

Second year (130 credits)

Compulsory Modules

Afrikaans (Ond) (FP)	284(15)
English (Ed) [FP]	284(15)
Xhosa (Ed)	284(15)

As in the previous academic year, students choose two of the above languages. These will be their language teaching subjects for the next three academic years.

Afrikaans as taal van onderrig en leer	288(5)
English as Language of Learning and Teaching	288(5)
Xhosa as Language of Learning and Teaching	288(5)

Students choose two of the language modules above. For example, students who choose English (Ed) 284 and Xhosa (Ed) 284 must choose English as Language of Learning and Teaching 288(5) and Xhosa as Language of Learning and Teaching 288(5).

Arts and Culture (Ed)	288(10) (Music and Art)
Mathematics (Ed) (Foundation Phase)	284(15)
Philosophy of Education	288(20)
Teaching and Learning	288(35) (Practice Grade R)
Technology (Ed)	288(10)

Third year (130 credits)

Compulsory Modules

Afrikaans (Ond) (FP)	384(15)
English (Ed) [FP]	384(15)
Xhosa (Ed)	384(15)

As in the previous academic years, students choose two of the above languages. These will be their language teaching subjects for the next two academic years.

Xhosa Communication	388(10)
Afrikaans Kommunikasie	388(10)

Students follow a basic communication course in the language they did not choose in their first year, for example: if a student chose English (Ed) and Afrikaans (Ed), he/she has to follow Xhosa Communication 388.

Arts and Culture (Ed)	388(10) (Dance and Drama)
Educational Psychology	388(20) (Learner diversity)

Life Orientation	386(10) (Physical movement and development) 387(10) Multireligion and multiculturalism 388(5) (Environment and the curriculum)
Mathematics (Ed) (Foundation Phase)	384(15)
Teaching and Learning	388(20) (Practice Grade 1-3)

Fourth year (130 credits)

Compulsory Modules

Afrikaans (Ond) (FP)	484(15)
English (Ed) [FP]	484(15)
Xhosa (Ed)	484(15)

As in the previous academic years, students choose two of the above languages. These will be their language teaching subjects for their fourth academic year.

Curriculum Studies	488(20)
Educational Psychology	414(15) (Assessment and learning support)
Mathematics (Ed) (Foundation Phase)	484(15)
Perspectives on Educational Systems	488(15)
Teaching and Learning	488(35) (Practice Grades 1-3)

Enquiries

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BEd in General Education Intermediate and Senior Phase

First year (130 credits)

The same as the foundation phase

Compulsory Modules

Afrikaans en Nederlands	178(24) or
Afrikaans Language Acquisition	178(24)
English Studies	178(24)

Xhosa	178(24) (Introduction to Xhosa Language and Culture) (non-first-language speakers) or 188(24) (Introduction to Xhosa Language and Culture) (first-language speakers)
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Students choose two of the above languages as their language teaching subjects for the following four academic years.

Curriculum Studies	144(10)
Economic and Management Sciences (Ed)	178(10)
Educational Psychology	124(10) (Development and learning)
Information Skills	172(6)

Students who have already passed Information Skills or any other Stellenbosch University module that includes MS Word, Excel, PowerPoint and Internet need not register for Information Skills 172(6) on condition that the module in question bears 6 credits

Mathematics (Ed)	178(10)
Natural Sciences (Ed)	178(10)
Social Sciences (Ed)	178(10)
Teaching and Learning	178(16) (Practice)

Second year (130 credits)

Compulsory Modules

Afrikaans (Ond) (ISP)	278(15)
English (Ed) [ISP]	278(15)
Xhosa (Ed)	278(15)

Students choose two of the above languages, as in the previous academic year. These will be their language teaching subjects for the following three years.

Afrikaans as taal van onderrig en leer	278(5)
English as Language of Learning and Teaching	278(5)
Xhosa as Language of Learning and Teaching	278(5)

Students have to follow two of the above modules in order to supplement their language specialisation choices. For example, students who choose English (Ed) 278 and Xhosa (Ed) 278 must choose English as Language of Learning and Teaching 278(5) and Xhosa as Language of Learning and Teaching 278(5).

Arts and Culture (Ed)	278(10) (Music and Art)
Mathematics (Ed)	278(15)
Philosophy of Education	278(20)
Teaching and Learning	278(20) (Practice)
Technology (Ed)	278(10)

Elective Modules

choose one of

Economic and Management Sciences (Ed)	278(15)
Natural Sciences (Ed)	278(15)
Social Sciences (Ed)	278(15)

Third year (130 credits)

Compulsory Modules

Xhosa Communication	378(10)
Afrikaans Kommunikasie	378(10)

Students follow a basic communication course in the language they did not choose in their first year, for example: if a student chose English (Ed) and Afrikaans (Ed), he/she has to follow Xhosa Communication 378.

Arts and Culture (Ed)	378(10)
Educational psychology	378(20) (Learner diversity)
Life Orientation	376(10) (Physical movement and development) 377(10) (Multireligion and multicultural) 378(5) (Environment and the curriculum)
Teaching and Learning	378(25) (Practice)

Elective Modules

Choose two of:

Afrikaans (Ond) (ISP)	378(20)
Economic and Management Sciences (Ed)	378(20)
English (Ed) [ISP]	378(20)
Mathematics (Ed)	378(20)
Natural Sciences (Ed)	378(20)
Social Sciences (Ed)	378(20)
Xhosa (Ed)	378(20)

Fourth year (130 credits)

Compulsory Modules

Curriculum Studies	478(20)
Educational Psychology	414(15) (Assessment and learning support)
Perspectives on Educational Systems	478(15)
Teaching and Learning	478(40) (Practice)

Elective Modules

Choose two of:

Afrikaans (Ond) (ISP)	478(20)
Economic and Management Sciences (Ed)	478(20)
English (Ed) [ISP]	478(20)
Mathematics (Ed)	478(20)
Natural Sciences (Ed)	478(20)
Social Sciences (Ed)	478(20)
Xhosa (Ed)	478(20)

Enquiries

Programme Manager:

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BEdPsych: School Counselling

Aims

This four-year programme focuses firstly on professional training of counsellors for school and community contexts to provide generic skills in the field of Psychology, and secondly, training as educators in the Further Education and Training Phase.

Specific Admission Requirements

A Matriculation Exemption Certificate from the Matriculation Board is required. Admission is subject to selection, which takes place annually in July. Applications close at the end of June of the previous year.

Remarks

The programme in its current format is being phased out as from 2008. Students who are currently registered for the programme will be allowed to complete it.

Other Information

Presentation of the programme

The presentation of this programme is reconsidered annually in light of the requirements set by the Professional Council and negotiations with the Education Department. Prospective students will be informed by September of the previous year whether there will be a new intake in the following year.

Practicum

The practicum required by the Health Professions Council of South Africa, by the Teacher Training Committee and by the National Education Policy Act is done in the third and fourth year

Please note: It is important for students to have the theoretical foundation provided by the various modules in the first three years before they start the fourth year. The first three terms of the fourth year entail four days a week of internship and one day of lectures. If students have a backlog to make up, there is no point in attending the fourth-year classes in the modules concerned.

First year (120 credits)

There will be no further intake of new students.

Third year (144 credits)

Fourth year (122 credits)

Compulsory Modules

Educational Psychology	471(24), 472(24), 473(48)
Teaching Practice	175(26)

Enquiries

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SPORT SCIENCE

After obtaining a BA (Sport Sc) or BSc (Sport Sc) degree, students may apply for admission to one or more of the postgraduate programmes listed below:

PGCE followed, if desired, by BEdHons.

BHons in Biokinetics (applications close on 31 August).

BHons in Sport Science (applications close on 30 September).

BAHons or BScHons or MA in the major subject other than Sports Science taken for the bachelor's degree.

Please refer to the BA and BSc in Sport Science specifications set out below for the necessary admission requirements and further particulars, which must accord precisely with the details given in Part 4 (Arts and Social Sciences) and Part 5 (Science) of the University Calendar.

BA Programme in Sport Science

Admission requirements

Students matriculating in 2007 and previously

- Full matriculation exemption
- Performance in Grade 12: an average of 60%

Students obtaining the NSC in 2008 and subsequently

- A National Senior Certificate (NSC) as certified by Umalusi with a mark of at least 4 in each of the four school subjects from the list of designated university admission subjects.
- Home Language (Afrikaans or English) at least code 4 (50%)
- First Additional Language at least code 4 (50%)
- Mathematics at least code 3 (40%)
- A minimum performance as indicated in one of the following subjects: Physical Sciences code 3 (40%) *or* Life Sciences code 4 (50%)
- Performance in Grade 12: a weighted average of 60%
- An average of at least 60% calculated on the basis of 60% of the average NSC result (excluding Life Orientation) and 40% of the results of the Access Tests.

Please note: Admission to this programme is subject to selection. The selection policy is available from the Department.

Please note: This programme is not an option for EDP students.

Programme content and structure

Particulars

The degree programme in Sport Science extends over three years. Sport Science may be followed in combination with and Geography and Environmental Studies, Psychology, English Studies, and Afrikaans en Nederlands.

Please note the following prerequisite requirements:

- Sport Science 112 for Sport Science 262 (PP)
- Physiology 114, 144 for Sport Science 232, 252 (P)
- Sport Science 184 for Movement Studies, Sport and Recreation 282 (PP)

Special provisions:

1. Only a limited number of students are annually admitted to the first year of this programme. Applications close 30 June of the previous year, but late applications will be accepted until 30 September. Selection for the programme happens according to clear guidelines which are based on both the academic and non-academic merits of the applicant. Students who are selected must complete a medical history form. If a student is not declared medically fit, the student will not be allowed to register for the compulsory practical modules (for example Sport Science 184).
2. Students shall adhere to the prescribed regulations regarding dress. Particulars can be obtained from the Department of Sport Science on the commencement of the academic year.
3. Attendance of all practical classes is compulsory. At least 40% is required for each section of the practical classes. The pass mark for all practical and theoretical modules is 50%.

Formal requirements

Assessment

For the particulars regarding assessment consult the entries of the relevant departments in Section 6, "Module Contents".

Subject combinations

All subject combinations are subject to timetable considerations.

Presentation

This programme is structured around a progression of professional skills that are presented in the first year and refined and extended in the second year. Topics in sport psychology, motor learning and exercise physiology are re-explored at progressive levels of academic complexity over the three years of study. The selection of one area for professional specialization in the third year ensures that students have the opportunity to explore one area thoroughly. The scope of the undergraduate study is based on international standards.

Consult "Language Specifications" for the medium of instruction.

Academic development

Consult this Part of the Calendar, Section 4, "Faculty-specific Information", for details.

Enquiries

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BA in Sport Science

Sport Science with Geography and Environmental Studies

Basic level (first year) (138 credits)

Compulsory Modules

Information Skills	172(6)
Sport Science	112(8), 142(8), 184(12)
Geo Environmental Science	124(16), 154(16) (followed by Geography and Environmental Studies at second- and third-year level)
Sociology	114(12), 144(12)
Physiology	114(12), 144(12)

Elective Modules

Plus **one** of the following subjects (24 credits):

Afrikaans en Nederlands	178(24)
English Studies	178(24)
Psychology	114(12), 144(12) (only first year)

Intermediate level (second year) (128 credits)

Compulsory Modules

Sport Science	222(8), 232(8), 252(8), 262(8)
Geography and Environmental Studies	214(16), 242(8), 262(8) (follows Geo-Environmental Science 124, 154 from the first year)
Movement Education Sport and Recreation	212(8), 222(8), 242(8), 282(8)

Elective Modules

Plus continued study in **one** of the following subjects (32 credits):

Afrikaans en Nederlands	278(32)
English Studies	278(32)
Sociology	212(8), 222(8), 242(8), 252(8)

Advanced level (third year) (128 credits)

Compulsory Modules

Sport Science	312(6), 322(6), 332(6), 342(6), 352(6), 362(6), 382(6), 392(6)
Geography and Environmental Studies	314(12), 334(16), 344(16), 354(12)

Elective Modules

Applied Kinesiology (choose only **one** of the following options) (24 credits):

Applied Kinesiology	324(12), 344(12) Adapted Physical Activity 312(12), 342(12) Sport Coaching 314(12), 352(12) Fitness Industry
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BA in Sport Science

Sport Science with Psychology

Basic level (first year) (130 - 138 credits)

Compulsory Modules

Information Skills	172(6)
Sport Science	112(8), 142(8), 184(12)
Psychology	114(12), 144(12)
Sociology	114(12), 144(12)
Physiology	114(12), 144(12)

Elective Modules

Plus **one** of the following subjects (24 credits):

Afrikaans en Nederlands	178(24)
English Studies	178(24)
Geo Environmental Science	124(16), 154(16) (first year only)

Intermediate level (second year) (128 credits)*Compulsory Modules*

Sport Science	222(8), 232(8), 252(8), 262(8)
Psychology	212(8), 222(8), 242(8), 252(8)
Movement Education Sport and Recreation	212(8), 222(8), 242(8), 282(8)

*Elective Modules*Plus **one** of the following (32 credits):

Sociology	212(8), 222(8), 242(8), 252(8)
English Studies	278(32)

Advanced level (third year) (120 credits)*Compulsory Modules*

Sport Science	312(6), 322(6), 332(6), 342(6), 352(6), 362(6), 382(6), 392(6)
Psychology	318(24), 348(24)

*Elective Modules*Applied Kinesiology (choose only **one** of the following options) (24 credits):

Applied Kinesiology	324(12), 344(12) Adapted Physical Activity 312(12), 342(12) Sport Coaching 314(12), 352(12) Fitness Industry
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BA in Sport Science**Sport Science with English Studies****Basic level (first year) (130 - 138 credits)***Compulsory Modules*

Information Skills	172(6)
Sport Science	112(8), 142(8), 184(12)
English Studies	178(24)
Physiology	114(12), 144(12)

*Elective Modules*Plus **two** of the following subjects (32 credits):

Afrikaans en Nederlands	178(24)
Geo Environmental Science	124(16), 154(16) (followed by Geography and Environmental Studies at second- and third-year level)
Psychology	114(12), 144(12)

Intermediate level (second year) (128 credits)*Compulsory Modules*

Sport Science	222(8), 232(8), 252(8), 262(8)
English Studies	278(32)
Movement Education Sport and Recreation	212(8), 222(8), 242(8), 282(8)

Elective Modules

Plus the continuation of **one** of the following subjects (32 credits):

Afrikaans en Nederlands	278(32)
Geography and Environmental Studies	214(16), 242(8), 262(8) (follows Geo-Environmental Science 124, 154 in the first year)
Psychology	212(8), 222(8), 242(8), 252(8)

Advanced level (third year) (120 credits)

Compulsory Modules

Sport Science	312(6), 322(6), 332(6), 342(6), 352(6), 362(6), 382(6), 392(6)
English Studies	318(24), 348(24)

Elective Modules

Applied Kinesiology (choose only **one** of the following options) (24 credits):

Applied Kinesiology	324(12), 344(12) Adapted Physical Activity 312(12), 342(12) Sport Coaching 314(12), 352(12) Fitness Industry
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BA in Sport Science

Sport Science with Afrikaans en Nederlands

First year (130 - 138 credits)

Compulsory Modules

Information Skills	172(6)
Sport Science	112(8), 142(8), 184(12)
Afrikaans en Nederlands	178(24)
Physiology	114(12), 144(12)

Elective Modules

Plus **two** of the following subjects (2 x 24 credits):

English Studies	178(24)
Geo Environmental Science	124(16), 154(16) (followed by Geography and Environmental Studies at second- and third-year level)
Psychology	114(12), 144(12)

Intermediate level (second year) (128 credits)

Compulsory Modules

Sport Science	222(8), 232(8), 252(8), 262(8)
Afrikaans en Nederlands	278(32)
Movement Education Sport and Recreation	212(8), 222(8), 242(8), 282(8)

Elective Modules

Plus the continuation of **one** of the following subjects (32 credits):

English Studies	278(32)
Geography and Environmental Studies	214(16), 242(8), 262(8) (follows Geo-Environmental Science 124,154 from the first year)
Psychology	212(8), 222(8), 242(8), 252(8)

Advanced level (third year) (120 credits)

Compulsory Modules

Sport Science	312(6), 322(6), 332(6), 342(6), 352(6), 362(6), 382(6), 392(6)
Afrikaans en Nederlands	318(24), 348(24)

Elective Modules

Applied Kinesiology (choose only **one** of the following options) (24 credits):

Applied Kinesiology	324(12), 344(12) Adapted Physical Activity 312(12), 342(12) Sport Coaching 314(12), 352(12) Fitness Industry
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BSc in Sport Science Sport Science (Option 1)

Admission Requirements

- Afrikaans or English (Home Language or First Additional Language) 4
- Physical Sciences 4
- Mathematics 4

Special provisions:

- Only a limited number of students are annually admitted to the first year of this programme. Applications close 30 June of the previous year, but late applications will be accepted until 30 September. Selection for the programme happens according to clear guidelines, which are based on both the academic and non-academic merits of the applicant. Students who are selected must complete a medical history form. If a student is not declared medically fit, he will not be allowed to register for the compulsory practical modules (for example Kinesiology 182).
- Students shall adhere to the prescribed regulations regarding dress. Particulars can be obtained from the Department of Sport Science on the commencement of the academic year.
- Attendance of all practical classes is compulsory. At least 40% is required for each component of the practical classes. The pass mark for all practical and theoretical modules is 50%.

Please note the following prerequisite pass requirements:

Kinesiology 162 is a prerequisite pass requirement for Sport Science 262.

Kinesiology 182 is a prerequisite pass requirement for Movement Studies, Sport and Recreation 282.

First year (credits = 140)

Biology	124(16), 154(16)
Chemistry	114(16), 154(16)
Computer Skills	171(4)

Kinesiology	162(8), 182(8)
Mathematics (Bio)	124(16)
Physics (Bio)	134(16), 154(16)
Scientific communication skills	172(8)

Second year (credits = 128)

Biochemistry	214(16), 244(16)
Genetics	214(16), 244(16)
Movement Education Sport and Recreation	222(8), 282(8)
Physiology and Animal Physiology	214(16), 244(16)
Sport Science	232(8), 252(8)

Third year (credits = 136)

Compulsory modules (credits = 80)

Kinesiology	312(8), 332(8), 342(8), 372(8)
Physiology	314(16), 344(16)
Sport Science	222(8), 262(8)

plus

Elective modules (credits = 32)

Select one from:

Biochemistry	314(16), 345(16) or 355(16) A maximum of 60 students will be selected on merit for Biochemistry 355.
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or

Physiology	324(16), 354(16)
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plus

Elective modules (credits = 24)

Choose one from:

Applied Kinesiology(Adapted Physical Activity)	324(12), 344(12)
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or

Applied Kinesiology(Sport Coaching)	312(12), 342(12)
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or

Applied Kinesiology(Fitness Industry)	314(12), 352(12)
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Please note

- Biochemistry 314 plus Biochemistry 355 are required modules for admission to an honours degree programme in Biochemistry.
- This stream leads to an honours degree programme in Physiological Sciences.

Sport Science (Option 2)

Admission Requirements

- Afrikaans or English (Home Language or First Additional Language) 4
- Physical Sciences 4
- Mathematics 4

Special provisions:

- Only a limited number of students are annually admitted to the first year of this programme. Applications close 30 June of the previous year, but late applications will

be accepted until 30 September. Selection for the programme happens according to clear guidelines, which are based on both the academic and non-academic merits of the applicant. Students who are selected must complete a medical history form. If a student is not declared medically fit, he will not be allowed to register for the compulsory practical modules (for example Kinesiology 182).

- Students shall adhere to the prescribed regulations regarding dress. Particulars can be obtained from the Department of Sport Science on the commencement of the academic year.
- Attendance of all practical classes is compulsory. At least 40% is required for each component of the practical classes. The pass mark for all practical and theoretical modules is 50%

Please note the following prerequisite pass requirements:

Kinesiology 162 is a prerequisite pass requirement for Sport Science 262.

Kinesiology 182 is a prerequisite pass requirement for Movement Studies, Sport and Recreation 282.

First year (credits = 140)

Biology	124(16), 154(16)
Chemistry	114(16), 154(16)
Computer Skills	171(4)
Kinesiology	162(8), 182(8)
Mathematics (Bio)	124(16)
Physics (Bio)	134(16), 154(16)
Scientific communication skills	172(8)

Second year (credits = 128)

Biochemistry	214(16), 244(16)
Movement Education Sport and Recreation	212(8), 222(8), 242(8), 282(8)
Physiology and Animal Physiology	214(16), 244(16)
Sport Science	222(8), 232(8), 252(8), 262(8)

Third year (credits = 134)

Compulsory modules (credits = 110)

Kinesiology	312(8), 332(8), 342(8), 352(8), 372(8)
Physiology	314(16), 324(16), 344(16), 354(16)
Sport Science	382(6)

Elective modules (credits = 24)

Select one from

Applied Kinesiology(Adapted Physical Activity)	324(12), 344(12)
--	------------------

or

Applied Kinesiology(Sport Coaching)	312(12), 342(12)
-------------------------------------	------------------

or

Applied Kinesiology(Fitness Industry)	314(12), 352(12)
---------------------------------------	------------------

Please note

- This stream leads to an honours degree programme in Biokinetics and Sport Science
- This option can also lead to honours in Physiological Sciences. Students will be selected on merit.

POSTGRADUATE PROGRAMMES

HONOURS DEGREES

BHons in Biokinetics/Sport Science

Aims

The aims of the programmes are fully in line with current developments in Outcomes-based Education. Consequently the critical outcomes and developmental outcomes are taken as definitive and the programme outcomes are set up accordingly.

Admission

Students may be admitted to the honours programmes in Biokinetics/Sport Science by the Senate or the Executive Committee acting on behalf of the Senate if they hold a Bachelor's degree approved for this purpose by the Senate with Sport Science as one of the majors. Application must be made in writing.

Only students with an average of at least 60% in Sport Science subjects during their undergraduate years may apply for admission.

The closing dates for admission are 31 August for the Biokinetics specialization and 30 September for the Sport Science specialization.

BHons in Biokinetics

Specific Admission Requirements

There are only a limited number of places in the Biokinetics programme. The closing date for applications is 31 August.

Notes

An internship period that meets the conditions laid down by the Health Professions Council of South Africa will be required before a candidate can apply for registration as a biokineticist.

Anchor module

Biokinetics	778(120)
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Compulsory submodules

Biokinetics Practice	772(20)
Ergonomics	775(20)
Exercise Physiology	774(20)
Exercise Science	771(40)
Research Project	773(20)

Assessment and Examination

Continuous assessment, which includes theoretical and practical assignments, class tests as well as one formal test per subject. A class mark of 40% per subject is required for admission to the three-hour written examination. The final mark is calculated as follows: 50% examination mark and 50% class mark per subject.

Enquiries

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BHons in Sport Science

Specific Admission Requirements

A limited number of candidates are admitted to this specialisation in Sport Science. The closing date for applications is 30 September.

Anchor module

Sport Science	778(120)
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In addition to the three compulsory subjects, candidates must choose a further eight subjects. The total credit value must be 132. The subjects are:

Compulsory submodules

Professional practice in sport science	773(12)
Research methods in sports science	771(12)
Statistics for Sport Science and Exercise Science	772(12)

Elective modules

Applied Exercise Physiology	714(12)
Biomechanics	712(12)
Current Topics in Sport and Exercise Science	721(12), 751(12)
Exercise Physiology	743(12)
Exercise Psychology	713(12)
History of Sport	745(12)
Kinanthropometry	715(12)
Motor Control	711(12)
Motor Learning	741(12)
Sport Psychology	742(12)
Sport for Persons with Disabilities	772(12)

Assessment and Examination

Continuous assessment, including theoretical and practical assignments, informal class tests as well as formal tests will count towards the final mark of every subject. A class mark of 40% per subject/module is required for admission to the three-hour examination. The final mark is calculated as follows: 50% for the examination mark and 50% for the class mark per subject/module.

Enquiries

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BEdHons

Six choices are offered, namely Curriculum Studies, Education Management, Education Policy Studies, Educational Psychology, Educational Support, and Language Education.

Aims

In spite of the perceptions which rationalisation in education may have given rise to, there is still an urgent need for well-qualified educators in South Africa. There is still a need for education specialists who thoroughly understand their learners, who are genuinely

enthusiastic and who know how to make use of a whole range of teaching skills to motivate their learners to perform optimally. Subject knowledge and teaching skills by themselves are not sufficient. There is also often a great need for educators with administrative and organisational abilities. In times of change, it is important to have educational leaders who are able to take responsible and well-grounded decisions on both education policy and educational practice.

This programme aims to enable students to address needs such as these, by building on their bachelor level studies in one of six areas of specialisation.

So, for instance, the programme in Educational Support aims to offer effective support to all learners with diverse needs in an inclusive education system. This necessitates knowledge of educational psychology in order to contribute to community education and learning support

The aim of the programme in Educational Psychology is to equip students with the skills required for registration with the Professional Board for Psychology of the Health Professions Council of South Africa after successfully taking the Professional Board examination, in order to register as a counsellor. This route can lead to further study to ultimately register as an educational psychologist.

Admission

Students may be admitted to the BEdHons programme if they have -

1. a relevant university degree and a secondary education diploma or certificate (e.g. SED, HDE, PGCE, UED, LSED); or
2. a relevant university degree and a primary education diploma (e.g. PES, PGDE, HPED, etc.); or
3. a relevant university degree and an education qualification deemed adequate for such purpose by the Senate; or
4. a four-year integrated education degree; or
5. (where warranted by the applicability and academic relevance of their job experience) some other relevant combination of studies both academic and professional which for purposes of admission is deemed by the Senate to be equivalent to an integrated four-year Bachelor's degree or a Bachelor's degree (supplementary Education studies may be required of such candidates prior to admission); or
6. a recognised four-year post-school training, including a professional education qualification.
7. In addition to these admission requirements, Psychology I, II and III as part of a B-degree or an equivalent subject accredited for this purpose by the Professional Board for Psychology is required for admission to specialisation in Educational Psychology with a view to registration as a counsellor. This makes further studies with a view to registering as an educational psychologist possible

There is also a selection process for admission. A weighted average of at least 60% is required in the student's degree, and teaching qualification and an average of 60% for the third-year level Psychology modules. Only a limited number of students are selected annually. **The closing date for application for the Educational Psychology stream is 30 June of the year preceding the intended study. All applications must be accompanied by comprehensive official study records for all qualifications.**

8. Language Education stream: In addition to the admission requirements presented in 1 to 6, students seeking admission to specialisation in Language Education are required to have attained a high level of achievement (60+%) in the language modules of their undergraduate studies.
9. All streams: In addition to the admission requirements presented in 1 to 6, an average of at least 60% in the final year of the relevant undergraduate study is required for admission.

10. General: Prospective students must apply in writing for admission to the BEdHons programme, and admission shall be decided by the Senate or by the Executive Committee acting on behalf of the Senate. Particulars of qualifications must be furnished when applying for admission (accompanied by official academic transcripts from the universities at which the qualifications were obtained, if not at Stellenbosch University). No student will be permitted to join the programme after it has started.
11. Internet access and computer literacy: Students are expected at least to have access to a computer and the internet to be able to perform the following activities in order to complete the programme successfully:
 - accessing and using the modules' specific web study pages
 - accessing the electronic resources of SU's library
 - sending and receiving e-mail
 - typing and sending assignments electronically

Structure

The various streams of the programme, **with the exception of Educational Psychology and Language Education**, are presented residentially as well as by means of self-study packages that are supplemented by interactive telematic sessions. The programme consists of six areas of specialisation, each of which comprises an anchor module, with a credit value of at least 120. Within the area of specialisation students follow submodules, which consist of a compulsory core module, a compulsory research module, core modules and (an) elective module(s). Although students are required to do certain compulsory modules which focus specifically on the needs of a particular area of specialisation, they can choose from a number of elective modules. There are 25 compulsory and elective submodules. Each of the areas of specialisation has been carefully designed to ensure that close links are maintained within the BEdHons programme.

No submodules are prerequisites for later submodules, with the exception of Didactics (Subject Didactics) 734, which is a prerequisite for Didactics (Subject Didactics) 764, Didactics (Language Education for Adults) 734, which is a prerequisite for Didactics (Language Education for Adults) 764, Didactics (Mathematics Education for Adults) 734, which is a prerequisite for Didactics (Mathematics Education for Adults) 764, and first-semester modules which are a prerequisite for second-semester modules in the Language Education specialisation (see BEdHons Language Education specialisation below).

Assessment

With the exception of the Educational Psychology specialisation, students must obtain a pass mark of at least 50% in eight modules with a total credit value of 132. Students doing the Educational Psychology specialisation must pass eight modules with a total credit value of 168.

To pass the degree with distinction (*cum laude*), students must obtain an overall average of 75% as well as 75% in each of at least four separate modules.

Areas of specialisation

Particulars of each of the modules are provided alphabetically in the chapter Subjects, Modules and Module Content.

Further provisions

1. For admission to Curriculum Studies (Subject Didactics), a university qualification in the appropriate school subject(s) at a second-year level is required.
2. Students specialising in Educational Psychology:
 - At the time of application for registration as a counsellor with the Professional Board for Psychology of the Health Professions Council of South Africa, students must have successfully completed a full-time practicum (as prescribed by the

Professional Board for Psychology). This practicum forms part of the programme and the module is completed during the period of study. For this reason, students must be available **full-time for the practicum during their year of study.**

- Prospective students should take note that they can register as counsellors (independent practice) after completing this programme and successfully passing the Professional Board examination.

Contact particulars

Programme Manager: Prof J Heystek

Department of Education Policy Studies

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BEdHons

Curriculum Studies

Anchor module/ major

Curriculum Studies	778(120)
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Compulsory modules

Core Module	734(12)
Cognitive Education	764(18)
Didactics (Education Renewal)	734(18)
Didactics (Instructional Leadership)	764(18)
Didactics (Subject didactics) (excluding subject didactics of Afrikaans, English, Mathematics)	734(18) or
Environmental Education	734(18)
Educational Research	764(12)

Elective modules (two to be chosen as follows):

Education Management	734(18) or
Philosophy of Education	734(18) or
Adult Basic Education	735(18) and
Didactics (Subject didactics) (excluding subject didactics of Afrikaans, English, Mathematics)	764(18) or any other appropriate second-semester BEdHons module

Enquiries

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BEdHons

Education Management

Anchor module/major

Education Management	778(120)
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Submodules

Core Module	734(12)
Didactics (Instructional Leadership)	764(18)
Education Management	734(18)

Education Organisation Management	734(18)
Education and Society	764(18)
Educational Research	764(12)

Elective modules (two of the following):

Adult Basic Education	735(18)
Comparative Education	764(18)
Didactics (Education Renewal)	734(18)
Philosophy of Education	734(18)

Enquiries

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BEdHons

Education Policy Studies

Anchor module

Education Policy Studies	778(120)
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Submodules

Core Module	734(12)
Comparative Education	764(18)
Education Management	734(18)
Education Policy Studies	764(18)
Educational Research	764(12)
Philosophy of Education	734(18)

Elective modules (two to be chosen as follows):

Didactics (Education Renewal)	734(18) or
Inclusive Education	724(18)
or	
Environmental Education	734(18)

and any other appropriate BEdHons-module

Enquiries

Dr B van Wyk

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BEdHons

Educational Support

Anchor module

Educational Support	778(120)
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Submodules

Core Module	734(12)
Adult Basic Education	735(18)
Cognitive Education	764(18)
Educational Research	764(12)
Support in School and Community	744(18)

Inclusive Education	724(18)
Learning support	765(18)

Elective modules(one of the following):

Didactics (Education Renewal)	734(18)
Education Management	734(18) or

Enquiries

Dr MM Oswald

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BEdHons

Educational Psychology

There are no electives in this specialisation

Anchor module

Educational Psychology	778(120)
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Submodules

Core Module	734(12)
Educational Research	764(12)
Educational-psychological Assessment	734(18)
Mental health	714(18)
Counselling	775(24)
Counselling Practice	771(48)
Inclusive Education	724(18)
Learning support	765(18)

Enquiries

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BEdHons

Language Education

Anchor module

Language Education	778(120)
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Submodules

Core Module	734(12)
Educational Research	764(12)

Elective modules

Choose any three combinations (six modules) from the following or, with special permission, choose other combinations of BEdHons modules for the total of six electives. The first-semester module in every combination is a prerequisite for the relevant second-semester module.

Didactics (Subject Didactics of Afrikaans)	734(18), 764(18)
Didactics (Subject Didactics of English)	734(18)
Didactics (Literacy Education and Management)	734(18), 764(18)
Specialization in Language and Literacy	764(18)

Language Policy and Planning in Education	734(18)
Education Policy Studies	764(18)
Multilingual Education	734(18), 764(18)
Teaching Creative in Writing	734(18), 764(18)

Enquiries

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MASTER'S DEGREES

MEd

Specific Admission Requirements

For admission to the MEd degree programme, a candidate must

1. have a BEdHons degree from this University or another bachelor's degree in Education approved for this purpose by Senate; or
2. have obtained an honours degree approved for this purpose by Senate, and an approved education diploma/certificate (additional study in Education may be required of the candidates); or
3. have obtained a pass in another combination of studies both academic and professional, deemed appropriate by Senate for the purpose of joining the intended programme, including the combination of a four-year professional degree that has no Education component and an approved education diploma/certificate (supplementary study in Education will be required in the case of such candidates); or
4. in some manner have attained in his particular field of study a standard of competence deemed adequate by Senate (supplementary study in Education will be required in the case of such candidates).
5. have obtained an overall average of 60% in their BEdHons or equivalent study (on condition that the Department has the capacity).
6. have preferably passed a module in research methodology at honours level.
7. have passed a module in research methodology at honours level for registration for the full thesis master's degree.

Duration

The duration of the programmes is one year (full-time) or two years (part-time) and they are presented in block sessions spread over two years, depending on circumstances within the Faculty.

Notes

Students must apply in writing to do an MEd programme. In addition to the full thesis option in Education Studies in various fields of study, structured MEd programmes are offered.

This programme is presented only if a minimum number of five students have been admitted to the programme.

Since these are selection programmes, the closing date for applications is the end of September of the preceding year (**end of June in the case of the programmes MEdPsych and MEd (Educational Support)**)

Programme Content

The programme contents are set out in the alphabetical list of Subjects, Modules and Module Content (see Table of Contents for page numbers).

Assessment and Examination

Prior to the award of the MEd degree, a candidate must have been registered at the University for not less than one academic year as a student attending this programme in the case of 1 above, and in all other cases (2-4) for two years.

Students doing an MEd programme also have to do an oral examination on the subject area of the thesis and such related work as may be prescribed by the lecturer(s) concerned.

MEd (Research)

Programme Description

This MEd programme aims to provide research opportunities for students in Education and to further develop research capacity. A candidate for this degree is required to submit a research thesis (100% full thesis) which is normally between 40 000 and 50 000 words in length and presents a substantiated argument, but does not necessarily make an original contribution. The topic is chosen in consultation with the departmental chairperson concerned.

Structured MEd Programmes

The student must complete a programme of advanced study as prescribed by the particular department, must pass an examination consisting of an oral section and of written question papers and must submit a thesis which furnishes proof of competence in research. In certain fields of study, a practical examination may also be required.

The thesis may be replaced by a research component in the form of a portfolio, consisting of assignments, case studies, etc., each of which must comply in scope and contents with the minimum requirements conventionally set for scientific articles.

Please note:

The options referred to above do not necessarily apply to all of the structured MEd programmes.

All structured MEd programmes make provision for one or more of the following options (at the department's discretion):

- A thesis which is normally between 20 000 and 30 000 words and presents a substantiated argument based on research of limited scope, and includes an oral examination and contributes 50% of the final mark, plus a structured component, which includes written examinations and contributes 50% of the final mark.
- A research portfolio, which is made up of assignments and/or case studies and/or research projects - each of these to comply in scope and contents with the requirements conventionally set for scientific articles - counts 50% of the final mark.
- A research portfolio, which is made up of projects and/or case studies and/or research results - each of which must comply in scope and content with the requirements conventionally set for scientific articles - and counts 30% of the final mark. A larger taught component, which includes written examinations, constitutes the other 70% of the final mark.

In any structured MEd curriculum, the minimum final mark required is 50% in both the taught component and the research component.

Provision has been made for the following structured MEd programmes.

MEd Curriculum Studies (Structured)

Programme Outcomes

The primary objective of the programme is to offer students the opportunity to do postgraduate studies in Curriculum Studies so they can acquire the curriculum expertise leaders need to facilitate education renewal in their school communities.

The secondary objective of the programme is to help educators develop the necessary skills to function as reflective practitioners in schools, by introducing them to the practices and methodology of educational research.

Students in the MEd programme in Curriculum Studies can attain these goals by achieving the specific critical, developmental and programme outcomes.

Specific Admission Requirements

Normally, students must have passed appropriate modules at least at third year level in their field of specialisation.

Candidates must have appropriate or equivalent experience in their proposed field of specialisation. Students must also have at least two years actual teaching experience in the relevant school subject in which they want to specialise.

Programme Structure

The programme is presented over a period of at least two academic years. Students take two compulsory subjects and one elective (a specialisation). In addition, students complete a research project of limited scope, normally stemming from the elective. This research project may take the form of either a mini thesis or a research portfolio. The anchor module is Curriculum Studies 878(240). The following subjects are offered.

First year

Compulsory modules

Curriculum Studies	811(35)
Educational Research	812(35)

Elective modules

Curriculum Studies	871(50)
Afrikaans-onderwys (skoolvak)	871(50)
English Education (school subject)	871(50)
Environmental Education	871(50)
Geography Education (school subject)	871(50)
Life Orientation	871(50)
Mathematics Education (school subject)	871(50)
Physics and Chemistry Education (school subject)	871(50)

Second year

Research Thesis	879(120)
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Assessment and Examination

Continuous and summative assessment as follows:

- At least one assignment in each of the compulsory modules.
- At least two assignments in the electives: one in each semester.

Enquiries

Programme Manager: Prof CPS Reddy

Department of Curriculum Studies

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MEd Education Policy Studies (Structured)

Programme Outcomes

The primary aims of the MEd programme in Education Policy Studies are to

- assist educators to develop their critical understanding of education policy in the context of democratic transformation;
- challenge educators to analyse, reflect on and question educational theories, policies and practices;
- enhance educators' skills and leadership to enact change; and
- encourage educators to explore creative responses to diversity.

A secondary aim is to equip educators with the necessary research skills to undertake further advanced studies at doctoral level and to do research on Education Policy Studies. These aims include the competence to function as researchers of educational policy in professional contexts.

Programme Content

The themes that are explored include:

- Democratic praxis and educational transformation, including policy developments within the South African political context
- Values in education, including equality, liberty, diversity, justice, shared compromise, practical reasoning and community
- Globalisation, internationalisation and free market ideology
- Centralisation/decentralisation dynamics
- International comparative studies on learner achievement and school- effectiveness
- The learning institution and the nurturing of quality within instructional change
- Developing supportive processes, systems (organisation building) and funding.

Anchor module, which draws on four disciplines

Education Policy Studies	878(240)
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The subjects are:

Comparative and International Education Studies	874(20)
Education Management, Leadership and Policy	871(30)
Philosophy of Education Leadership and Policy	873(30)
Research for Education Policy Studies	875(10)
Sociology of Education Policy	872(30)
Research Thesis	873(120)

Assessment and Examination

Continuous and summative assessment are used in the following ways:

- At every contact session students are all required to hand in a written reflective report or a report based on a limited investigation. These reports are compiled into a portfolio which is summatively assessed at the end of the first year of study.
- During the first half-yearly session, students present an integrated report/paper on a specific policy issue, which is also submitted in writing.
- At the end of the first year of study, students write an integrative report on a specific policy issue during an "open book" examination (which includes access to information via interactive technology) for summative assessment related to the themes.
- A thesis counting 50% of the final mark is used as the final assessment instrument. Particular attention is paid to research skills and critical evaluative insight.

Enquiries

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MEdPsych (Structured)

Programme Outcomes

The aim of this programme in Educational Psychology is the development of research capacity, theoretically-grounded knowledge, skills and attitudes which will equip students to practise as educational psychologists in the South African context. Students who successfully complete this programme as well as the subsequent twelve-month, prescribed internship will be able to register as educational psychologists with the Health Professions Council of South Africa.

Specific Admission Requirements

1. A BEdHons in Educational Psychology or a BEdPsych degree or an approved Honours degree in Psychology in combination with an approved professional education qualification or any other combination of studies both academic and professional deemed suitable for admission to the programme by the Senate. In the last case mentioned, additional studies may be prescribed.
2. A minimum of two years teaching experience or equivalent educational experience deemed appropriate by the Senate.
3. A minimum of 65% for Educational Psychology or psychology-orientated subjects passed on NQF level 7.

Other Requirements

Closing date for applications for admission

The closing date for applications is **30 June** in the year prior to admission.

Selection

Admission to the programme is subject to selection, which takes place annually after July.

A maximum of 12 and a minimum of 8 students are admitted to the programme annually.

Internship

1. Admission requirements
Registration as an intern psychologist with the Health Professions Council of South Africa and an MEdPsych qualification in Educational Psychology (or the equivalent).
2. Duration and nature
A minimum of one year's continuous full-time internship, or approved full-time block periods equivalent to twelve calendar months, is required, provided that both the qualification and the internship are completed within three years.
3. Internships are approved by the Health Professions Council of South Africa, and falls under the supervision of the Department of Educational Psychology. All internship programmes must be submitted to the Department at least four months prior to the planned commencement of the internship, after which it is sent to the Health Professions Council of South Africa for approval.
4. The onus is on students to make arrangements to do their internships at accredited institutions.

Duration

Duration and nature of programme

1. The programme consists of course work done full-time over one year or part-time over two years as well as a research thesis. For registration with the Health Professions Council of South Africa, an internship is required (see *Other Requirements* above).
2. Students will be required to complete the research thesis before beginning their internship. Students must complete their studies in the time period allowed by the Health Professions Council of South Africa.

Anchor module

Educational Psychology	877(240)
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Seven submodules and a research thesis. The submodules with their respective credit values are:

Child and Adult Psychopathology	873(20)
Development and Support	875(30)
Educational and Psychological Assessment	874(20)
Inclusive Education	873(20)
Practical work prescribed by the Health Professions Council of SA	876(20)
Research Methodology	876(20)
Research Thesis	871(130)

Practicum

The practicum is done at the Practicum Unit in the Department of Educational Psychology as well as at approved sites in the community.

Successful completion of the practical programme is obligatory.

Assessment and Examination

1. Assessment consists of formative and summative assessment opportunities in each module.
2. A minimum of 50% must be attained in the integrated oral examination that forms part of the assessment of the practicum module, before a student will be allowed to proceed with the internship.
3. A pass mark of at least 50% must be attained in each of the modules, including the research thesis, before the degree can be awarded.

Enquiries

Programme Manager: Ms L Collair

Department of Educational Psychology

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MEd Educational Support (Structured)

Programme Outcomes

The aim of this programme is to equip educators to identify the potential of any learner with special education needs in his unique context (formal and informal school communities), and to prevent, identify and support learning barriers in schools and communities.

Other Requirements

1. Since this is a selection programme, prospective students must apply in writing before **the end of June of the preceding year**.
2. Normally, a maximum of TEN students are admitted to the programme, which is presented only if at least EIGHT students have registered for it.
3. The mode of presentation in this programme is contact teaching.
4. Since the intake for the programme is done biennially, interested parties are advised to make inquiries before they apply by telephoning (021) 808 2308 or (021) 808 4831.
5. It is recommended that candidates have a minimum of two years' teaching experience.

Duration

The programme is presented over a minimum of two academic years

Anchor module

Educational Support	878(240)
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Compulsory modules

Inclusive Education, Assessment and Learning Support	872(40)
Introduction to Research Methodology	874(40)
Support in School and Community Contexts	873(40)
Research Thesis	875(120)

Assessment and Examination

1. The modules (research thesis excluded) are examined through continuous assessment and count 50% of the final mark.
2. Assignments and/or presentations are required in every taught module.
3. A final presentation and/or oral examination shall be done for every module.
4. A pass mark of 50% must be obtained in each of the modules (thesis included).
5. The mark for the thesis shall count 50% of the final mark.
6. The final mark is entered under the anchor module Educational Support 878(240).

Enquiries

Programme Manager: Prof R Carolissen

Department of Educational Psychology

Tel.: (021) 808 2738 OR (021) 808 2308 e-mail: rlc2@sun.ac.za

Internet address for more detailed information: <http://www.sun.ac.za/education>

MPHIL

General

Two MPhil programmes are offered, namely Higher Education, Leadership in Education, and Education and Training for Lifelong Learning.

MPhil Higher Education (Structured)

Programme Outcomes

The primary aim of the programme is to equip lecturers, learning facilitators and education leaders with the professional knowledge, skills and attitudes to be able to function in higher education institutions.

The secondary aim is to equip lecturers, learning facilitators and education leaders with the research skills to do further advanced study at doctoral level and to be able to undertake research in the field of higher education. This aim includes the capacity to function as researchers in a professional context.

Specific Admission Requirements

To gain admission to the programme leading to an MPhil Higher Education qualification, a student must

1. have an appropriate honours degree and be employed in a higher education environment for at least two years; or
2. have completed another academic-professional study combination equivalent to an honours degree which the Senate deems suitable for admission to this programme, and be employed in a higher education environment for at least two years; or
3. have attained a level of competence in higher education, demonstrated through the process of evaluation of prior learning, which the Senate deems sufficient for this purpose.

See paragraph Other requirements below for further information on admission requirements.

Other Requirements

1. A maximum of 30 students are admitted and the programme is presented only if there is a minimum of FIVE enrolled students.
2. Since there is a selection procedure, the closing date for applications is the end of November of the previous year.

Duration

The programme is presented over at least two academic years.

Presentation

The programme is presented as a combination of contact and interactive telematic education. The contact session is limited to once a year for a continuous period of two weeks. Preparatory study, assignments and projects are dealt with during the rest of the year by means of structured study guides, self-study packages and other forms of directed self-study.

Anchor module

Higher Education	878(240)
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Students must do seven compulsory subjects and two electives, and submit a thesis on a topic chosen from any of the eleven subjects. The submodules are the following:

Compulsory modules

Assessment and Evaluation in Higher Education	876(16)
Curriculum and Programme Design in Higher Education	876(14)
Foundations of Research	876(10)
Perspectives in Higher Education	876(10)
Research in Higher Education*	876(14)
Student Learning in Higher Education	876(10)
Teaching in Higher Education	876(14)
Research Thesis	876(120)

Elective modules

Leadership in Higher Education	876(16)
Scholarship in Higher Education	876(16)
Scholarship of Engagement in Higher Education	876(16)
Staff Development in Higher Education	876(16)
Technology in Higher Education	876(16)

- * Research in Higher Education is presented with a view to formulating research proposals for the MPhil thesis.

Assessment and Examination

1. The modules are examined by means of continuous assessment, which count 50% of the final mark.
2. An assignment is required in every taught module.
3. A minimum of 50% must be obtained in every module to complete the programme successfully.
4. A thesis on a topic within the student's field of study counts 50% of the final mark.
5. The final mark is the average obtained for the assignments in all of the taught modules (50%). The thesis can also be submitted for examination in the form of examined or reviewed publishable articles.

Enquiries

Programme Manager: Prof EM Bitzer

Department of Curriculum Studies

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Internet address for more detailed information: <http://www.sun.ac.za/education>

MPhil Education and Training for Lifelong Learning (Structured)

Programme Outcomes

The primary aim of the programme is to prepare educators involved in Lifelong Learning for their careers and to do basic and applied research in this area. A secondary aim is to equip researchers for advanced study at doctoral level and to undertake research on the field of Lifelong Learning. This aim includes the ability to function as researchers in a career context. The choices in the programme make specialisation possible in continuing professional education, community education and adult basic education.

Specific Admission Requirements

To gain admission to the programme leading to the degree of MPhil Education and Training for Lifelong Learning, a student must

1. have an appropriate Honours degree and be employed in an education/training environment; or
2. have done another academic-professional study combination equivalent to an Honours degree which is deemed suitable for the purpose of joining the programme and be employed in an education/training environment; or
3. in some manner have attained a standard of competence in Education and Training for Lifelong Learning which is demonstrated in a process of the evaluation of prior learning, is deemed sufficient for this purpose by the Senate.

Other Requirements

1. At least two years of involvement in Lifelong Learning or other relevant experience, which the Faculty deems to be equivalent, is required before admission.
2. A thesis or research portfolio on an approved topic makes up the other 50% of the final mark.
3. The programme will be presented only if a minimum number of students, as determined by the Department of Curriculum Studies, can be admitted.

Programme Structure

The anchor module is Education and Training for Lifelong Learning 878(120). Students do six compulsory subjects and two out of three electives, as well as a compulsory research thesis. The topic of the research thesis can be based on any of the fields covered in the subjects offered in the programme.

Duration

The programme extends over at least two academic years.

The subjects offered are:

Anchor module

Education and Training for Lifelong Learning	878(240)
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Students do six compulsory subjects and two out of three electives, as well as a compulsory research thesis. The topic of the research thesis can be based on any of the fields covered in the subjects offered in the programme. The subjects offered are:

Compulsory modules

Facilitation Skills	876(20)
Foundations of Research	876(10)
Leadership and Management of Lifelong Learning	876(10)
Lifelong Learning: Theory and Practice	876(16)
Perspectives on and Principles of Lifelong Learning	876(10)
Research in Lifelong Learning	876(14)
Research Thesis	876(120)

Elective modules

Adult Basic Education and Training	876(20)
Community Education	876(20)
Continuing Professional Education	876(20)

Assessment and Examination

1. The modules are examined by means of continuous assessment and count 50% of the final mark.
2. Assignments/articles/projects have to be done for every one of the taught subjects.
3. A minimum of 50% must be obtained in all subjects in order to complete the programme successfully.
4. The final mark is an average of the assignments in all of the taught subjects (40%), the facilitation of a practical teaching/learning opportunity (10%) and a research thesis (50%).
5. A research thesis on an approved topic and an oral examination together count 50% of the final mark

Enquiries

Programme Manager: Dr BL Frick

Department of Curriculum Studies

Tel.: (021) 808 3807 e-mail address: blf@sun.ac.za

Internet address for more detailed information: <http://www.sun.ac.za/education>

M in Sport Science

Programme Outcomes

The aim of the programme is to equip students with the research skills within the field of Sport Science by making research opportunities available. A secondary aim is to prepare prospective doctoral students for advanced study.

Specific Admission Requirements

On written application, students are admitted to the degree programme of M in Sport Science by Senate or by the Executive Committee acting on behalf of Senate, who have

- an honours degree (NQF 7) (with an average of at least 60%) which the Senate has approved for this purpose; or
- a bachelor's degree (with an average of at least 60%) which the Senate has approved for this purpose; or
- have attained a standard of competence in their field of study in another manner, which the Senate deems satisfactory for this purpose.

In all cases, final admission to the degree programme rests with the postgraduate committee of the Department of Sport Science, subject to the available resources in the Department. If it is deemed necessary supplementary study, as determined by the postgraduate committee of the Department, may be required.

Programme Structure

The M in Sport Science consists of a full thesis (100%) on a topic which has been approved by the departmental postgraduate committee and the supervisor. The thesis is assessed externally on completion of the study.

Assessment and Examination

The thesis is examined both internally and externally. It counts 100% of the final mark. A candidate must obtain 50% in order to pass.

Enquiries

Programme Manager: Prof E Terblanche

Department of Sport Science

Tel.: (021) 808 2742 e-mail: et2@sun.ac.za

Internet address for more detailed information: <http://www.sun.ac.za/education>

DOCTORAL DEGREES

DEd

Specific Admission Requirements

The DEd degree is reserved for special cases where the candidate has already published work of a high quality.

Subject to the customary statutory requirements, the degree may be conferred upon a candidate if he has produced original work that has already been published, is of a high standard, deals with a central theme and demonstrates in the opinion of the Senate that the candidate has made a substantial and distinguished contribution to the enrichment of knowledge of the Education disciplines.

(See provisions relating to doctoral degrees in Part 1 (General) of the University Calendar.)

PhD

Programme Outcomes

The PhD programme aims at providing students in Education with opportunities to carry out high-level research, to build their research capacity and to make an original and relevant contribution to scientific knowledge by conducting research in an independent manner.

Specific Admission Requirements

In addition to statutory requirements and other provisions in Part 1 of the Calendar, the PhD degree is conferred upon a student, provided he has been registered for at least two years after a master's degree, which the Senate has approved for this purpose, has been conferred

upon him or after he has attained a standard of competence in another manner in his specific area of study, which the Senate deems adequate for this purpose.

General information on PhD study

Candidates wishing to register for the PhD must have formally applied to SU before they will be able to call on services or receive guidance in preparing a research proposal. Please note that preparation for and submission of a research proposal serve as a **selection mechanism** for permission to register (the application and registration processes are two separate processes). The relevant postgraduate committee evaluates the research proposal and then makes a recommendation to the Faculty Board with regard to admission and registration. A research proposal may, therefore, be accepted or rejected. In the latter case, the candidate is not admitted to the programme. Normally the time taken to vet the proposal shall not exceed one year. If a proposal is considered for more than a year, the departmental chairperson will have to make a special case.

Note that the Department of Sport Science follows a different procedure from the one described above. Contact the Chairperson of the Department of Sport Science for further details.

The general requirements for doctorates, as contained in “Rules for Higher Degrees” (in Part 1 of the University Calendar), apply with regard to the date of submission of the dissertation, the number of copies to be submitted and the additional requirements which need to be complied with before the PhD degree may be conferred.

In order to be admitted to the programme for the PhD degree, a candidate must have a master’s degree from this University (for which at least 60% was obtained), or another master’s degree that Senate has approved for such purpose (for which at least 60% was obtained), or in some other manner attained a standard of competence in a particular field of study deemed adequate for such purpose by Senate.

Assessment and Examination

The PhD degree in the Faculty of Education is conferred upon candidates who

1. after approval of the research project by Senate, have, to the satisfaction of the University, conducted original research under the supervision of a promoter for a period of not less than two years since obtaining the said master’s degree at Stellenbosch or at another institution approved by the University; and who have to the satisfaction of the University completed the study of such subjects as may have been required by the Senate.
2. have submitted a dissertation which is normally between 70 000 and 90 000 words in length, which to the satisfaction of the Senate shows that candidate has made a distinct contribution to the enrichment of knowledge in the chosen field, and provided proof of independent critical judgement.
3. have submitted a dissertation that represents an original conceptual or methodological contribution in the chosen field of study that is of sufficient quality to be published as an article in a suitable professional journal or as book.
4. have undergone an oral examination to the satisfaction of the University, provided that exemption from such examination may be granted in special cases, subject to the approval of the Senate.

PhD (Sport Science)

Specific Admission Requirements

To be admitted to the programme, candidates must have obtained their master's degree from this University or have another master’s degree approved for such purpose by the Senate, or have in some other manner attained in their particular field of study a standard of competence deemed adequate for such purpose by the Senate. Candidates must, after

consulting with the departmental chairperson concerned, apply in writing for admission, stating the proposed dissertation topic, promoter, and places of study; and submit a research proposal and an academic transcript.

Admission will be decided on by the departmental postgraduate committee, taking the infrastructure of the Department into account.

Sport Psychology as a field of study within the PhD programme

To be admitted to the programme, candidates must have a master's degree in Psychology (Counselling, Clinical, Educational or Industrial Psychology) and a Sport Science qualification and/or other qualification deemed to be adequate for admission to the programme; and be registered with the Health Professions Council of South Africa.

Enquiries

Programme Manager: Prof E Terblanche

Department of Sport Science

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POSTGRADUATE CERTIFICATE

Postgraduate Certificate in Education (PGCE)

Programme Outcomes

The aim of this one-year programme is to provide educators for the Further Education and Training Band.

Specific Admission Requirements

Admission to the Postgraduate Certificate in Education programme may be granted to students who hold at least a bachelor's degree from a recognised university, which meets certain conditions. Students who are short of one first-semester module for their degree (regardless of the credit value) may also gain admission. Obtaining a PGCE qualification, however, is subject to obtaining the relevant degree. See paragraph 4 for the conditions for admission (to the specific curriculum studies classes/subjects).

Other Requirements

Further provisions concerning admission to the programme

1. Students can only be admitted to the PGCE programme on written application, which should be submitted before or on **30 November**.
2. No student shall be permitted to join the PGCE programme after the start of the programme.
3. Students attending the PGCE programme may not register concurrently for another programme at either this or any other university, except for the purpose, where relevant, of the one outstanding degree module that is being taken concurrently with the PGCE programme.
4. A PGCE student who wishes to take an extra subject in another faculty must apply in writing for permission to do so. Each application will be dealt with on its merits.
5. A PGCE student may not hold more than two student assistantships simultaneously.
6. A PGCE student may interrupt his programme for one year after one semester, but only if the reason for such interruption has been approved by Senate.

Duration

The PGCE programme is presented over one academic year.

Notes

Exemption from class attendance

Students who, with a view to the repetition of outstanding modules, wish to be considered for exemption from class attendance and/or other obligations shall apply to the Dean, Faculty of Education, in writing on or before 31 January of the year in which such modules are to be repeated. (See the provisions under “Repeating a module” of “University Examinations” in Part 1 of the University Calendar.)

Medical fitness

Students should bear in mind that a declaration of medical fitness for teaching will be required by any Education Department at the time of their appointment.

The PGCE programme consists of the following:

Anchor/major module

Teacher Education	777(120)
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Subjects/modules

Computer Use (Ed) [PGCE]	774(6)
Curriculum Studies	774(12), 774(12) (Specialisation 1) 774(12) (Specialisation 2)
Diversity and Inclusivity [PDCE]	774(12)
Education Governance, Leadership and Management [PGCE]	774(12)
Introduction to Educational Research [PGCE]	772(8)
Learning and Learning Support [PGCE]	774(12)
Philosophy of Education [PGCE]	774(12)
Teaching and Learning	775(26)

And choose either

Afrikaansmedium [PGCE]	772(6) and
English Medium [PGCE]	772(6)

or

Multilingual Teaching [PGCE]	774(12) (after meeting the requirements of the Afrikaans Medium and English Medium placement tests).
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Assessment and Examination

A final mark of 50% has to be achieved for every module.

See paragraph 4 below for an alphabetical list of Curriculum Studies modules and their respective admission requirements.

Programme-specific provisions

1. Teaching Practice 175(26)

1.1 Institute practicum: A micro-teaching programme consisting of lesson design, media design, lesson implementation, lesson evaluation and lesson observation (four lectures a week).

1.2 School visits: Visits to particular secondary schools in the Stellenbosch and Peninsula area.

1.2.1 School visits take place during the whole of the third school term. The University vacation falls in the school term at present. Nevertheless, students must spend the

entire period at the schools, regardless of the University holidays. No exceptions will be made.

- 1.2.2 Students who for some reason fall behind on the required school visits shall not as a rule be allowed to catch up on their school visits until the start of the next school year. Such students will not receive their certificates until April of the next year, and will forfeit being paid a full teacher's salary until that time.

2. Afrikaans Medium 772(6) and English Medium 772(6) or Multilingual Teaching 774(12)

NB: Registration for **Multilingual Teaching 774** is done after students have written the Afrikaans Medium 772 and the English Medium 772 placement tests. If they obtain 65% or more in both placement tests, they may choose to register for Multilingual Teaching 774(12) instead of English Medium 772(6) and Afrikaans Medium 772(6).

All PGCE students (including BEdPsych and BScEd) therefore register *either* for Afrikaans Medium 772 and English Medium 772 *or* for Multilingual Teaching 772.

The following applies to English Medium 772 and Afrikaans Medium 772:

- 2.1 Every student must obtain at least 60% in one language medium and at least 50% in the other.
- 2.2 A student who obtains more than 60% in one of the language mediums, but fails the other, can request the Registrar to indicate his/her medium of instruction as unilingual on his/her certificate (teaching qualification). This request in writing has to reach the Registrar before 22 November.
- 2.3 A pass mark of 60% means that the student can use the language as medium of instruction.
- 2.4 Students do a number of assessment assignments (oral and written) during the year.
- 2.5 Students who are doing Curriculum Studies (Afrikaans) 774 and/or Curriculum Studies (English) 774 may write a test in the relevant language medium(s) in March of that year. A student who passes the test with a percentage of 60% and more will be exempted from class attendance and the mark is deemed the final mark.
- 2.6 Students not doing Curriculum Studies (Afrikaans) 774 or Curriculum Studies (English) 774), as well as those students who were doing these two modules but did not obtain 60%, continue in the second term with their class attendance and continuous assessment. If these students obtain 60% at the end of the first semester, they are exempted from any further obligations with regard to the module.
- 2.7 Students who do not pass or who want to continue so that they can obtain 60% have to continue class attendance and continuous assessment in the second semester.

3. isiXhosa as the medium of instruction

Students may, on application in writing, obtain recognition of their competence to teach through isiXhosa as the medium of instruction.

4. Curriculum Studies (specialisation) in two secondary school subjects

The Curriculum Studies of two secondary school subjects must be done. The prerequisite for admission to these subjects is, as a rule, the completion of both a second-year module and a third-year module in the subjects concerned (one year module or two semester modules). Candidates who do not meet the requirements listed below, but feel that they have an equivalent, should make an appointment to see the PGCE Programme Manager for the necessary discussion.

Candidates will not be allowed to do undergraduate modules at the same time as the relevant Curriculum Studies subject in order to meet the admission requirements.

The different Curriculum Studies options and their respective admission requirements are listed below:

4.1 Curriculum Studies (Accounting) 774

Prerequisite pass

Accounting at second-year level (at least 32 credits) or the equivalent.

4.2 Curriculum Studies (Afrikaans) 774

Prerequisite pass

Afrikaans or Afrikaans en Nederlands at second-year level (at least 32 credits) or the equivalent.

4.3 Curriculum Studies (Art) 774

Prerequisite pass

Art at third-year level (at least 48 credits) or the equivalent.

4.4 Curriculum Studies (Business Studies) 774

Prerequisite pass

One of the following combinations with a total of at least 32 credits:

- Financial Management 214(16), 254(16) or
- Marketing Management 214(16), 244(16) or
- Entrepreneurship and Innovation Management 214(16), 244(16) or
- A 32-credit combination of any of the above-mentioned combinations [e.g. Financial Management 214(16), Marketing Management 214(16)]

[Because of the limited number of openings in school teaching, students are not as a rule allowed to do only Curriculum Studies (Economics) 774 and Curriculum Studies (Business Studies) 774. Curriculum Studies specialisation in a third school subject is therefore necessary.]

4.5 Curriculum Studies (Economics) 774

Prerequisite pass

Economics at second-year level (at least 32 credits), i.e. Economics 214(16), 244(16) or the equivalent.

[Economics 288(32) does not meet the requirements for admission.]

4.6 Curriculum Studies (English) 774

Prerequisite pass

English Studies at second-year level (at least 32 credits) or Applied English Language Studies (AELS) at second-year level (at least 32 credits) or the equivalent.

4.7 Curriculum Studies (Geography) 774

Prerequisite pass

Geography and Environmental Studies at second-year level (at least 32 credits) or the equivalent.

4.8 Curriculum Studies (German) 774

Prerequisite pass

German 318 and 348 (each 24 credits) or German 328 and 354 (each 24 credits) or the equivalent. Students should note that they are required to be proficient in German to such an extent that they can teach the subject as first/home language.

4.9 Curriculum Studies (History) 774

Prerequisite pass

History at second-year level (at least 32 credits) or the equivalent.

(Candidates with history-related modules may be considered for admission. Candidates who feel that they have done modules of this kind that could be considered must submit a written motivation in this regard to the Faculty Secretary.)

4.10 Curriculum Studies (Information Technology) 774

Prerequisite pass

Computer Science at second-year level (at least 32 credits) or modules in Socio-Informatics up to second-year level (at least Socio-Informatics 224 and 254 or the equivalent of at least 32 credits).

4.11 Curriculum Studies [Life Orientation (Physical Education)] 774

Prerequisite pass

Sport Science at third-year level (at least 48 credits) or the equivalent.

[Students should take note that if they take only the two Curriculum Studies (Life Orientation) subspecialisations Physical Education and Psychology, their career possibilities in education will be limited as Curriculum Studies (Life Orientation) count as one school subject. Curriculum Studies specialisation in a second school subject is therefore strongly recommended.]

4.12 Curriculum Studies [Life Orientation (Psychology)] 774

Prerequisite pass

Psychology at second-year level (at least 32 credits) or the equivalent.

[Students should take note that if they take only the two Curriculum Studies (Life Orientation) subspecialisations Physical Education and Psychology, their career possibilities in education will be limited as Curriculum Studies (Life Orientation) counts as one school subject. Curriculum Studies specialisation in a second school subject is therefore strongly recommended.]

4.13 Curriculum Studies (Life Sciences) 774

Prerequisite pass

At least two of the following or equivalent modules:

- Biology 124 (Cell Biology)
- Biology 144 (Biodiversity and Ecology)
- Biology 154 (Functional Biology)

In addition candidates must have passed TWO of the following as major subjects (i.e. at third-year level) (at least 32 credits each):

Biochemistry, Physiology, Microbiology, Botany*, Genetics, Zoology*

* If candidates have passed both Botany and Zoology at second-year level, this will also serve as admission to Curriculum Studies (Life Sciences) 774.

If, however, a candidate has passed at least three of Biochemistry, Physiology, Microbiology and Genetics on second-year level (each at least 32 credits), such candidate will gain admission to Curriculum Studies (Life Sciences) 774.

4.14 Curriculum Studies (Mathematical Literacy) 774

Prerequisite pass

Mathematics 114(16) and Mathematics 144(16) or the equivalent

or

Mathematics (Bio) 124(16) and Physics (Bio) 134(16), 154(16) or the equivalent

or
Statistics 186(18) or Statistical Methods 176(18) and Theory of Interest 152(6) or the equivalent.

4.15 Curriculum Studies (Mathematics) 774

Prerequisite pass

Mathematics at second-year level (at least 32 credits) or the equivalent.

4.16 Curriculum Studies (Music) 774

Prerequisite pass

Music at third-year level (at least 48 credits) or the equivalent.

4.17 Curriculum Studies (Natural Science) 774

Prerequisite pass

Candidates must have passed the modules in THREE of the following (or equivalent) four groups of modules (A to D) on first-year level:

Group A: Biology 124 (Cell Biology) and Biology 144 (Biodiversity and Ecology) (at least 32 credits)

and/or

Group B: Biology 124 (Cell Biology) and Biology 154 (Functional Biology) (at least 32 credits)

and/or

Group C: Chemistry 114 and Chemistry 154 (at least 32 credits)

and/or

Group D: Physics (Bio) 134 and 154 or Physics 114 and Physics 144 (at least 32 credits).

4.18 Curriculum Studies (Physical Sciences) 774

Prerequisite pass

Candidates must have passed both second-year Chemistry and Physics [at least 64 (2 x 32) credits] or the equivalent

or

Chemistry at first-year level (at least 24 credits) and Physics at third-year level (at least 48 credits) or the equivalent.

Candidates with a good academic record may be admitted if they have only passed first-year Physics (at least 24 credits) and two modules of Chemistry at second-year level

or

Chemistry at first-year level (at least 24 credits) and Physics at second-year level (at least 32 credits).

4.19 Curriculum Studies (Religion Studies) 774

Prerequisite pass

Religion Studies at second-year level (at least 32 credits) or equivalent study at second-year level (not less than 32 credits) and one of the following religions: Judaism, Christianity, Islam, Hinduism, Buddhism and African Religion.

Students with a theology degree with a module on different religions will also be considered for admission.

4.20 Curriculum Studies (Speech and Drama) 774

Prerequisite pass

Drama Studies at second-year level (at least 32 credits) or the equivalent

4.21 Curriculum Studies (Xhosa) 774

Prerequisite pass

Xhosa at second-year level (at least 32 credits) or the equivalent.

General

Students who do not meet these requirements may be admitted to the PGCE programme solely with the special consent of the Department of Curriculum Studies.

Students for the PGCE may take a third Curriculum Studies module as an extra module, on condition that they meet the admission requirements in question and on condition that the timetable permits this.

Please Note:

- The Curriculum Studies modules are not necessarily all presented every year. A minimum number of five students are normally required.
- An Economics and Business Studies Curriculum Studies combination as well as a Life Orientation (Psychology) and Life Orientation (Physical Education) combination severely limits career prospects.

Enquiries

Programme Manager: Prof PAD Beets

Department of Curriculum Studies

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POSTGRADUATE DIPLOMA

Postgraduate Diploma in Higher Education in Teaching and Learning [PGDip (HE)(T&L)]

Programme Description

Offered from 2013

This programme is offered in collaboration with the University of the Western Cape and the Cape Peninsula University of Technology.

Programme Outcomes

The aim of this programme is to develop and strengthen lecturers' and learning facilitators' knowledge of teaching and learning in higher education, and to enable these candidates to undertake advanced reflection and development by means of a systematic survey of current thinking, practice and research methods in teaching and learning in higher education.

Specific Admission Requirements

1. Candidates may be admitted to the PGDip (HE)(T&L) if they hold a Bachelor's degree or equivalent qualification approved for this purpose by Senate.
2. Candidates should have a minimum of two years' teaching experience in higher education and/or must be appointed in a teaching-related post.
3. It is recommended that candidates have a Master's degree in their discipline. Preference will be given to such candidates and to candidates from the above-mentioned three institutions.

4. The programme will be capped at 40 and candidates will be admitted on a first-come-first-served basis.

Duration

The programme extends over two academic years.

Anchor module

Higher Education in Teaching and Learning	778(120)
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Submodules

Compulsory core modules

Teaching and Learning	791(30)
Assessment	791(30)
Research for Enhancing Teaching and Learning	791(30)

Elective modules

Choose **one** of the following:

Academic Leadership and Management	791(30)
Citizenship, Social Inclusion and Difference	791(30)
ICTs for Teaching and Learning	791(30)
Postgraduate Supervision	791(30)
Service-learning in Community Engagement	791(30)
Work and Learning	791(30)

Candidates must pass the two core modules Teaching and Learning and Assessment before proceeding to the core module Research for Enhancing Teaching and Learning and the elective module.

Assessment and Examination

1. Every module will contain formative and summative assessment opportunities.
2. A minimum of 50% must be obtained in all modules in order to complete the programme successfully.
3. Assessment opportunities will entail engagement with both theory and practice.

Enquiries

Programme Coordinator: Dr K Cattell

Centre for Teaching and Learning / Department of Curriculum Studies

Tel.: 021 808 3074

e-mail address: kcattell@sun.ac.za

ADVANCED CERTIFICATE

ACE (Advanced Certificate in Education)

Prospective students who apply and are admitted may register as Special Students in Education. Such students may register for any one (or more) of the ACE modules and, if they pass the module(s), obtain the relevant number of credits.

The following general admission requirements serve as an alternative to the specific admission requirements as indicated for each of the specialisations:

The alternative requirements can be met in terms of the procedure for Assessment and Evaluation of Prior Learning (AEPL). After a teacher has attended a one-year structured

IMSTUS in-service training programme, the following two criteria will be used to adjudge whether he or she has met the requirements:

1. A portfolio which must contain at least the following:
 - 1.1 A year plan for the relevant subject in Grade 10, 11 or 12, and evidence that the plans were put into practice.
 - 1.2 Proof of implementation of themes in the classroom (examples of lesson plans; formative assessment, learners' work, learning support, etc.).
2. Participation as evidenced by
 - 2.1 Attendance lists (at least 75% participation in teacher and learner sessions).
 - 2.2 Assessment by learners of the teacher's presentation of learner sessions.
 - 2.3 Formative assessment of the teacher's participation in teacher sessions (according to pre-determined criteria).

Contact particulars

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The Arts and Culture, Computer Applications Technology, School Management and Leadership, Information Technology, Life Sciences, Mathematical Literacy, Mathematical Sciences and Physical Sciences streams are presented as follows:

ACE (Advanced Certificate in Education)

Arts and Culture

Aims

General

This ACE programme aims to equip educators who do not have formal music qualifications to present the musical aspect of the Arts and Culture learning area as defined in the Revised National Curriculum Statement in a responsible manner. Students have to complete assignments at home for every module. Assessment takes place after every module.

Target group

Educators with little or no formal training in music, particularly those employed in the Intermediate and Senior Phases of the General Education and Training Phase.

Needs

Research undertaken in cooperation with the Western Cape Education Department shows a definite need for this kind of training.

Nature of the training

Educators' skills are developed in (i) learning songs, (ii) basic playing techniques on Orff instruments, electronic keyboards and recorders, (iii) techniques of listening to music, (iv) the use of movement and dance with music, (v) integration of art and drama with music, and (vi) methods and criteria for the collection of appropriate material for the Arts and Culture learning area in the Intermediate and Senior Phases of the programme.

Structure

This programme is a professionally-orientated diploma which is presented part time over two years. There are four contacts sessions during the April and October vacations every year, with interactive telematic education in between. All modules have to be done.

Since students must have basic teaching qualifications, this programme offers further training and enrichment in music teaching method. The level of the subject content is comparable to second-year Music Education in the BMusEd programme of Stellenbosch University. The components of the programme are presented as follows:

Specific Admission Requirements

Any student who has a recognised three-year teaching qualification (M+3) will be considered for admission.

First year (60 credits)

Compulsory Modules

The anchor module is:

Arts and culture	777(120)
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The other subjects are:

Arts Education	772(24)
Practical Music Study [ACE]	772(6), 774(6)
Subject Didactics of Arts and Culture [ACE]	771(12), 773(12)

Second year (60 credits)

Compulsory Modules

Arts Education	782(12)
Practical Music Study [ACE]	783(24)
Subject Didactics of Arts and Culture [ACE]	782(24)

ACE (Advanced Certificate in Education)

Computer Applications Technology

Aims

General

The programme aims to equip educators to teach Computer Applications Technology within an outcomes-based approach. It would also enable the educator to manage a school computer centre.

Target group

General educators in the Senior Phase of the General Education and Training Phase and the Further Education and Training Phase with only a basic knowledge of computers.

Needs

The need for a programme of this kind was identified in conjunction with the Western Cape Education Department. Implementation of the programme is done in close contact with the Education Department.

Structure

The programme is presented part time over two years. In each year, three blocks of tuition are given in January, April and June/July (five weeks in all). They involve, among other things, follow-up assignments for students to complete and submit.

Specific Admission Requirements

A professional education qualification ranked not lower than Category C (M+3).

First year (55 credits)

Compulsory Modules

The anchor module is:

Computer Applications Technology	777(120)
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The submodules are:

Computing Principles (Sec Ed) [ACE]	771(27)
Computer Literacy (Sec Ed) [ACE]	772(21), 771(7)

Second year (65 credits)

Compulsory Modules

Computing Principles (Sec Ed) [ACE]	781(27)
Computer Literacy (Sec Ed) [ACE]	781(14)
Perspectives on Education [ACE]	782(8)
Subject Didactics of Computer Applications Technology (Sec Ed) [ACE]	781(16)

ACE (Advanced Certificate in Education)

Information Technology

Aims

General

The programme aims to equip educators to teach Information Technology, in which the programming language Java is an important component, to grades 10 to 12. An outcomes-based approach will be used.

Target group

Educators in the Senior Phase of the General Education and Training Phase and the Further Education and Training Phase who have only a basic knowledge of standard computer packages.

Needs

The need for this type of programme was identified after consultation with the Western Cape Education Department. The programme is being implemented in close collaboration with the Education Department.

Structure

The programme is presented part time over two years. In each year there are three blocks of tuition, namely two weeks in January, one week in March/April and three weeks in June/July. This is supplemented with follow-up assignments for students to complete and submit during the four semesters.

Specific Admission Requirements

- A professional education qualification ranked not lower than Category C (M+3).
- A pass mark in Mathematics higher grade or at least 60% on standard grade in the grade 12 final examination or an equivalent examination.
- A demonstrated basic knowledge of standard computer packages such as MS Word and MS Excel.

First year (55 credits)

Compulsory Modules

The anchor module is:

Information Technology	777(120)
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The sumodules are:

Applied Computer Science (Sec Ed) [ACE]	771(21)
Computer Application Software (Sec Ed) [ACE]	771(7)
Computer Science (Sec Ed) [ACE]	771(27)

Second year (65 credits)

Compulsory Modules

Applied Computer Science (Sec Ed) [ACE]	781(14)
Computer Science (Sec Ed) [ACE]	781(27)
Perspectives on Education [ACE]	782(8)
Subject Didactics of Information Technology [ACE]	781(16)

ACE (Advanced Certificate in Education)

Life Sciences

Aims

General

The programme aims to equip educators to teach Life Sciences within an outcomes-based approach.

Target group

General class educators in the Senior Phase of the General Education and Training Phase and the Further Education and Training Phase who have to teach Life Sciences and are either under-trained or untrained for this task.

Desired outcomes

This is an outcomes-based programme.

Structure

The programme is presented part time over two years. In each year, three blocks of tuition are given in January, April and June/July (five weeks in all). These sessions are supplemented with follow-up assignments for students to complete and submit during the four semesters.

Specific Admission Requirements

- A professional education qualification ranked not lower than Category C (M+3).
- A pass mark in Life Sciences (at least on standard grade) in the grade 12 final examination or equivalent examination. A pass mark in Physical Sciences would be a strong recommendation.
- At least one year's experience in teaching Life Sciences or Natural Sciences in any grade between 8 and 12.
- Preparatory work deemed necessary.

First year (60 credits)

Compulsory Modules

The anchor module is:

Life Sciences (Sec Ed) [ACE]	777(120)
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The submodules are:

Botany (Sec Ed) [ACE]	772(22)
Chemistry (Life sciences) [ACE]	772(8)
Subject Didactics of Life Sciences [ACE]	772(8)
Zoology (Sec Ed) [ACE]	772(22)

Second year (60 credits)

Compulsory Modules

Life Sciences (Sec Ed) [ACE]	783(28), 782(16)
Perspectives on Education [ACE]	782(8)
Subject Didactics of Life Sciences [ACE]	782(8)

ACE (Advanced Certificate in Education)

Mathematical Literacy

Aims

General

This ACE programme aims to equip educators to teach Mathematical Literacy in terms of the outcomes-based approach.

Target group

General class educators in the Senior Phase of the General Education and Training Phase and the Further Education and Training Phase who need to teach Mathematical Literacy and are either under-trained or untrained for this task.

Structure

The programme is presented part time over two years.

Specific Admission Requirements

- A professional education qualification ranked not lower than Category C (M+3).
- A pass mark in Mathematics at least on Grade 12 level.
- Preparatory work deemed necessary.

First year (60 credits)

Compulsory Modules

The anchor module is:

Mathematical Literacy	777(120)
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The submodules are:

Applied Mathematics (Sec Ed) [ACE]	772(14)
Mathematics (Sec Ed) [ACE]	772(24)
Perspectives on Education [ACE]	772(4)
Statistical Methods (Sec Ed) [ACE]	773(10)
Subject Didactics of Mathematics (Sec Ed) [ACE]	772(8)

Second year (60 credits)

Compulsory Modules

Mathematics (Sec Ed) [ACE]	782(24), 783(14)
Perspectives on Education [ACE]	784(4)
Statistical Methods (Sec Ed) [ACE]	783(10)
Subject Didactics of Mathematics (Sec Ed) [ACE]	782(8) (

Mathematical Sciences

Aims

1. General

This programme aims to equip educators to teach Mathematics within an outcomes-based approach.

2. Target group

General class educators in the Senior Phase of the General Education and Training Phase and the Further Education and Training Phase who have to teach Mathematics and are either under-trained or untrained for this task.

Admission requirements

- A professional education qualification ranked not lower than Category C (M+3).
- A pass mark in Mathematics (at least on standard grade) in the grade 12 final examination or equivalent examination.
- At least one year's experience in the teaching of Mathematics in any of the grades from 8 to 12
- Preparatory work deemed necessary.

Structure

The programme is presented over two years and presentation consists of a combination of on-campus instruction, self-study packages and interactive telematic sessions.

Areas of specialisation

Students can choose either one of the two areas of specialisation, namely the Senior Phase and the FET Phase. Particulars of each of the modules are provided alphabetically according to subject in the chapter Subjects, Modules and Module Content.

ACE (Advanced Certificate in Education)

Mathematical Sciences – Senior Phase

First year (60 credits)

Compulsory Modules

The anchor module is:

Mathematical Sciences (Senior Phase)	778(120)
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The submodules are:

Applied Mathematics (Sec Ed) [ACE]	774(10)
Mathematics (Sec Ed) [ACE]	774(24)
Statistical Methods (Sec Ed) [ACE]	774(10)
Subject Didactics of Mathematics (Sec Ed) [ACE]	773(12)
Perspectives on Education [ACE]	771(4)

Second year (60 credits)

Compulsory Modules

Mathematics (Sec Ed) [ACE]	786(20), 781(10)
Perspectives on Education [ACE]	781(4)
Statistical Methods (Sec Ed) [ACE]	784(10)
Subject Didactics of Mathematics (Sec Ed) [ACE]	783(16)

ACE (Advanced Certificate in Education)

Mathematical Sciences – Further Education and Training Phase

First year (60 credits)

Compulsory Modules

The anchor module is:

Mathematical Science (Further Education and Training Phase)	778(120)
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The submodules are:

Applied Mathematics (Sec Ed) [ACE]	773(10)
Mathematics (Sec Ed) [ACE]	773(24)
Statistical Methods (Sec Ed) [ACE]	772(10)
Subject Didactics of Mathematics (Sec Ed) [ACE]	773(12)
Perspectives on Education [ACE]	771(4)

Second year (60 credits)

Compulsory Modules

Mathematics (Sec Ed) [ACE]	784(20), 785(10)
Perspectives on Education [ACE]	781(4)
Statistical Methods (Sec Ed) [ACE]	782(10)
Subject Didactics of Mathematics (Sec Ed) [ACE]	783(16)

ACE (Advanced Certificate in Education)

Physical Sciences

Aims

General

The ACE programme aims to equip educators to teach Physical Sciences within an outcomes-based approach.

Target group

General class educators in the Senior Phase of the General Education and Training Phase, and the Further Education and Training Phase who need to teach Physical Sciences and are either under-trained or untrained for this task.

Desired outcomes

This is an outcomes-based programme.

Structure

The programme is presented part time over two years. In each year, there are three blocks of tuition in January, April and June/July (five weeks in all). Supplementary work includes follow-up assignments for students to complete and submit over the four semesters. One of the two years is primarily devoted to Physics and the other to Chemistry. They are not presented simultaneously, but in a two-year cycle, and can be done in any order.

Specific Admission Requirements

- A professional teaching qualification not lower than Category C (M+3) level.
- A pass mark in Physical Sciences and in Mathematics (at least at standard grade level) in the grade 12 final examination or equivalent examination.
- At least one year's experience of teaching Physical Sciences or Natural Sciences to any grades between 8 and 12.
- Preparatory work deemed necessary.

First year (60 credits)

Compulsory Modules

The anchor module is:

Physical Sciences	777(120)
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The submodules are:

Mathematics (Physical Sciences) [ACE]	772(4)
Physics (Sec Ed) [ACE]	772(25), 782(23)
Subject Didactics of Physics (Sec Ed) [ACE]	772(8)

Second year (60 credits)

Compulsory Modules

Chemistry (Sec Ed) [ACE]	772(22), 782(18)
Data Handling (Physical Sciences) [ACE]	782(4)
Subject Didactics of Chemistry (Sec Ed) [ACE]	782(8)
Perspectives on Education [ACE]	783(8)

ACE (Advanced Certificate in Education)

School management and leadership

Aims

General

The programme helps aspirant and practising headmasters to develop the values that underpin democracy, such as tolerance of diversity and respect between individuals and groups. The programme, which addresses the undesirable gap between practice and theory, takes the form of school-based training and evaluation and focuses on changing behaviour and values.

Target group

Practising and aspirant school principals.

Desired outcomes

This is an outcomes-based programme.

Structure

The programme is presented part time over two years. In each year, the students attend a scheduled programme of contact sessions during the semester. This is supplemented by work and assessment in the school.

The programme has a total credit value of 120.

Elective modules are indicated as such and should be taken as required.

Specific Admission Requirements

- A professional teachers' qualification ranked not lower than Category C (M+3);
- At least two years' teaching experience and experience in management positions in schools are strong recommendations for admission to the programme.

Compulsory Modules

The anchor module is:

School Management and Leadership	777(120)
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The submodules are:

Human Leadership and Management [ACE]	772(18)
Management of Teaching and Learning [ACE]	772(18)
School Management and Leadership in SA context [ACE]	772(8)

School Management (Computer Literacy) [ACE]	772(4)
School Management (Language Skills) [ACE]	772(6)
School Policy, Governance and Development [ACE]	772(18)
School-based Financial Facilities and Organisational Management [ACE]	772(18)
School management (Portfolio) [ACE]	772(10)

Elective Modules

School-based Mentorship [ACE]	772(10)
Outcomes based assessment [ACE]	772(10)
School-based Moderation and Assessment [ACE]	772(10)

Enquiries

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Subjects, Modules and Module Content

ABBREVIATION AND NUMBERING SYSTEM

All subjects are represented by a subject number of five digits. Each module of the subject is represented by a three-digit module code, in which the year of study and semester of presentation (unless otherwise stated) are combined. The subjects, together with their constituent modules, credit value, titles of the modules, teaching loads, language specifications and module content, are given below.

Example:

59188 SOCIAL SCIENCES [BEd (Gen Ed)]				
178	12	Social Sciences	2L	A
(Short summary of teaching content appears in this space)				

Explanation:

13463 is the subject number; here it refers to the subject, Social Sciences.

178(12) (the 12 will normally be written in brackets) is the module code of the module Social Sciences 178(12), with module subject Social Sciences. The module subject could have a different name from the subject name.

The module code 178 (12) has the following meaning:

First digit: 1 - refers to the year of study in which the module is presented;

Second digit: 7 - is a number to discriminate between modules of the same subject in the same year of study and refers to the semester (unless stated otherwise) in the following pattern:

1, 2 or 3: modules offered in the first semester;

4, 5 or 6: modules offered in the second semester;

7, 8 or 9: modules offered over two semesters, i.e. a year module.

Third digit: 8 - has no specific meaning, but can be used to discriminate between different modules of the same subject in the same semester of the same year of study.

The number in the second square (otherwise in brackets) (12) - indicates the credit value of the module. Social Sciences 178(12) is a year module offered in the first year and a student will acquire 12 credits on completing it.

The teaching load of each module is indicated in brackets after the module subject.

The following abbreviations are used:

- L - lectures lasting 50 minutes each (e.g. 1L, 2L)
- P - practical periods lasting 50 minutes each (e.g. 1P, 2P, 3P)
- S - seminar lasting 50 minutes (e.g. 1S)
- T - tutorials lasting 50 minutes each (e.g. 1T, 2T)

The teaching load of Social Sciences 178(12) amounts to two lectures per week for the duration of the module, i.e. one year.

In the last square the language specification of each module is indicated. The following abbreviations are used:

A specification

- Prescribed textbooks are in Afrikaans and/or English.
- Class notes drawn up by the lecturer are
 - (i) fully in Afrikaans, or
 - (ii) where possible, fully in Afrikaans and fully/partially (e.g. core class notes) also in English.
- Other compulsory reading material (e.g. scholarly journals, books, etc.) is in Afrikaans and/or English.
- Module frameworks and study guides drawn up by the lecturer are in Afrikaans and, where possible, are provided in Afrikaans and English to students whose language of preference for study is English.
- Transparencies and data-projector contents used by the lecturer in lectures, seminars, tutorials and practicals are in Afrikaans and/or English.
- The oral communication language of the lecturer in lectures, seminars, tutorials and practicals is primarily Afrikaans, but key terms and concepts may be explained briefly in English. Students asking questions in English may be answered in English by the lecturer. Guest lectures by overseas and/or South African lecturers whose academic language proficiency in Afrikaans is inadequate may be in English.
- Test and examination question papers are fully in Afrikaans and fully in English on the same question paper.
- Written assignments from lecturers for tutorials, seminars and practicals, when used for assessment purposes, are fully in Afrikaans and fully in English on the same handout.
- Written answers by students to test and examination questions and assignments may be in Afrikaans or English.
- Oral presentations by students in lectures, seminars, tutorials and practicals may be in Afrikaans or English, depending on their preferred academic language.

T specification

- Prescribed textbooks are in Afrikaans and/or English.
- Class notes drawn up by the lecturer are
 - (i) fully in Afrikaans and fully in English, or
 - (ii) alternately in Afrikaans and English.
- Other compulsory reading material (e.g. scholarly journals, articles, books, etc.) is in Afrikaans and/or English.
- Module frameworks and study guides are
 - (i) fully in Afrikaans and fully in English, or
 - (ii) alternately in Afrikaans and English, depending on the language of oral communication of the lecturer in the particular classes.
- Transparencies and data-projector contents used by the lecturers in lectures, seminar classes, tutorials and practicals are in Afrikaans or English.
- The oral language of communication used by the lecturer in lectures, seminars, tutorials and practicals is
 - (i) Afrikaans and English in the same class, with the proviso that Afrikaans must be used at least 50% of the time,
 - (ii) alternately Afrikaans and English in different classes of the module or programme, with the proviso that Afrikaans must be used at least 50% of the time.
- Test and examination question papers are fully in Afrikaans and fully in English on the same question paper.
- Written assignments from lecturers for tutorials, seminars and practicals, when used for assessment purposes, are

- (i) fully in Afrikaans and fully in English in the same handout, or
 - (ii) alternately in Afrikaans and English in keeping with the material being used for non-assessment purposes (class notes, module frameworks, study guides, etc.), where the average use of Afrikaans must be at least 50%.
- Written answers by students to test and examination questions and assignments may be in Afrikaans or English.
 - Oral presentations by students in lectures, seminars, tutorials and practicals in the T specification may be in Afrikaans or English, depending on their preferred academic language.

E specification

Prescribed textbooks are in English.

- Class notes drawn up by the lecturer are fully in English or, where possible, fully in English and fully/partially (e.g. core class notes) also in Afrikaans.
- Other compulsory reading material (e.g. scholarly journals, books etc.) is in English and/or Afrikaans.
- Module frameworks and study guides drawn up by the lecturer are in English and, where possible, are provided in English and Afrikaans to students whose language of preference for study is Afrikaans.
- Transparencies and data-projector contents used by the lecturers in lectures, seminars, tutorials and practicals are in English.
- The oral communication language of the lecturer in lectures, seminars, tutorials and practicals is primarily English, but key terms and concepts may be explained briefly in Afrikaans. Students asking questions in Afrikaans may be answered in Afrikaans by the lecturer. Afrikaans is not compulsory in the case of overseas lecturers.
- Test and examination question papers are fully in English and fully in Afrikaans on the same question paper.
- Written assignments from lecturers for tutorials, seminars and practicals, when used for assessment purposes, are fully in English and fully in Afrikaans on the same handout.
- Written answers by students to test and examination questions and assignments may be in Afrikaans or English.
- Oral presentations by students in lectures, seminars, tutorials and practicals may be in English or Afrikaans.

A & E specification

Lectures are presented entirely in English and in Afrikaans

After the description of the content of the module, the prerequisite pass, prerequisite and/or corequisite module(s) are/is given for that module, where applicable. The following abbreviations are used:

- PP - Prerequisite pass module
- P - Prerequisite module
- C - Corequisite module

The following definitions apply:

A prerequisite pass module is a module which students must have passed before they are allowed to take the module(s) for which it is a prerequisite pass module.

A prerequisite module is a module in which students must have achieved a final mark or class mark, or final mark in the case of a first-semester module that is continuously assessed, of at least 40 before they are allowed to take the module for which it is a prerequisite module.

A corequisite module is a module which students must take in the same academic year as the module for which it is a corequisite, or in an earlier academic year.

Note: No qualification will be awarded unless the candidate has passed all the relevant prerequisite and corequisite modules.

MODULE CONTENT (IN ALPHABETICAL ORDER)

12898 ACADEMIC LEADERSHIP AND MANAGEMENT				
791	30	The academic leader in higher education [PGDip (HE)(T&L)]		
<p>The module explores the different roles and responsibilities of the academic leader in higher education. It looks at the many facets of leadership and aims to encourage students to consider and apply these within their own contexts (with a focus on the academic department). Students will also be exposed to, and have the opportunity to engage critically with, aspects of the national higher education context, including relevant policy issues.</p> <p><i>Elective module</i></p> <p>Home department: CURRICULUM STUDIES</p>				

12291 ADULT BASIC EDUCATION				
735	18	Adult Basic Education [BEdHons]		
<ul style="list-style-type: none"> - Conceptual framework for Adult Basic Education (ABE) - Adult learning - Teaching adults - Adult basic education in the South African context <p>Home department: EDUCATIONAL PSYCHOLOGY</p>				

60968 ADULT BASIC EDUCATION AND TRAINING				
876	20	Adult basic education and training [MPhil (Education and Training for Lifelong Learning)]		
<p>Adult basic education and training.</p> <p>Home department: CURRICULUM STUDIES</p>				

12474 AFRIKAANS AS TAAL VAN ONDERRIG EN LEER				
278	5	Afrikaans as taal van onderrig en leer (ISP)	1L, 1T	A
<p>Doeltreffende gebruik van Afrikaans as voertaal en onderrigmedium. Praat en luister vir verskillende doeleindes en teikengroepe. Lees en kyk vir begrip om op 'n verskeidenheid tekste response te lewer. Skryf vir 'n groot verskeidenheid doeleindes en teikengroepe. Gepaste en doeltreffende gebruik van taalstrukture en -konvensies.</p> <p><i>Continuous assessment</i></p> <p>Home department: CURRICULUM STUDIES</p>				

288	5	Afrikaans as taal van onderrig- en leer (FP)	1L, 1T	A
<p>Doeltreffende gebruik van Afrikaans as voertaal en onderrigmedium. Praat en luister vir verskillende doeleindes en teikengroepe. Lees en kyk vir begrip om op 'n verskeidenheid tekste response te lewer. Skryf vir 'n groot verskeidenheid doeleindes en teikengroepe. Gepaste en doeltreffende gebruik van taalstrukture en –konvensies.</p> <p><i>Continuous assessment.</i></p> <p>Home department: CURRICULUM STUDIES</p>				

39373 AFRIKAANS EN NEDERLANDS				
178	24	Inleidende Studie van die Afrikaanse taal- en letterkunde	3L, 2P	K
<p>Studente volg ses komponente:</p> <ul style="list-style-type: none"> - Afrikaanse kortverhale en romans - Resente Afrikaanse poësie - Leksikale semantiek <p><i>of</i></p> <ul style="list-style-type: none"> - Nederlandse taalverwerwing - Die aard van Afrikaans - Afrikaans in die media <p>Home department: AFRIKAANS AND DUTCH</p>				
278	32	Voortgesette Studie van die Afrikaanse taal- en letterkunde	3L, 2P	K
<p>Studente volg ses komponente:</p> <ul style="list-style-type: none"> - Afrikaanse letterkunde voor 1960 - Afrikaanse letterkunde sedert 1960 - Afrikaanse leksikografie <p><i>of</i></p> <ul style="list-style-type: none"> - Na-oorlogse Nederlandse letterkunde - Sintaksis - 'n Voëlvlug oor die Nederlanse letterkunde - Afrikaans binne meertalige verband <p><i>Opmerking:</i> Nie alle komponente in Afrikaans en Nederlands 278 word noodwendig elke jaar aangebied nie.</p> <p>'n Stelsel van deurlopende assessering word in Afrikaans en Nederlands 278 gebruik. Studente word aan die begin van elke module skriftelik ingelig oor die manier waarop die prestasiepunt bereken word en ontvang in die loop van die module gereelde terugvoering oor hul vordering</p> <p>Home department: AFRIKAANS AND DUTCH</p>				

57487 AFRIKAANS LANGUAGE ACQUISITION				
178	24	Afrikaans for foreign language speakers	3L, 2P	K
<p>Only students with no training in Afrikaans or who had Afrikaans as a Second Additional Language are admitted to this module.</p> <p>An integrated approach is followed in the module to study the four communication skills – reading, listening, talking and writing.</p> <p>Elementary interaction around a narrative text and thematically related texts (general and literary)</p> <p>Strategic reading and listening skills in academic lecture situations</p> <p>Relevant language study and vocabulary enhancement</p> <p><i>Notes</i></p> <ol style="list-style-type: none"> 1. Recommendations on the placing of students in Afrikaans Language Acquisition 178 or in Afrikaans as Second Language are based on departmental language-proficiency tests which are written at the beginning of the year. 2. Students of Speech-Language and Hearing Therapy I and the Extended Degree Programme for Speech-Language and Hearing Therapy I are placed in either Xhosa 178 or Afrikaans Language Acquisition 178 or 188 according to a language proficiency test. 3. This module does not lead to Afrikaans and Dutch 278 4. See the departmental information document for further details. <p>A system of continuous assessment is used in Afrikaans Language Acquisition 178. Students are informed in writing at the beginning of the module about the way in which the final mark is calculated and receive regular feedback on their progress in the course of the module. An oral exam takes place at the end of each semester.</p> <p>Home department: AFRIKAANS AND DUTCH</p>				

12462 AFRIKAANS KOMMUNIKASIE				
378	10	Afrikaans Kommunikasie (ISP)	2L, 1T	A
<p>Hierdie inleidende module oor kommunikasie in Afrikaans is ontwerp om studente in staat te stel om 'n gesprek te inisieer en aan die gang te hou, om inligting te vra en te voorsien, om verduidelikings, instruksies, aanwysings te gee, versoeke te rig en op versoeke te reageer in die geteikende taal, met die fokus op situasies in die skool, tuis by familie en by alledaagse omgang.</p> <p>Studente word blootgestel aan basiese lees en skryfvaardighede rakende situasies wat in die modules behandel word en ten einde hulle met die aanleer van Afrikaans te help.</p> <p>Studente word ook bekendgestel aan 'n verskeidenheid Afrikaanse kulturele gebruike wat wissel van respek en ordentlikheid, familieverhoudinge, vorme van groet en verneem na ander se welstand en spesifieke gebruike rondom geslag.</p> <p><i>Continuous assessment</i></p> <p>Home department: CURRICULUM STUDIES</p>				

388	10	Afrikaans Kommunikasie (FP)	2L, 1T	A
<p>Hierdie inleidende module oor kommunikasie in Afrikaans is ontwerp om studente in staat te stel om 'n gesprek te inisieer en aan die gang te hou, om inligting te vra en te voorsien, om verduidelikings, instruksies, aanwysings te gee, versoeke te rig en reageer op versoeke in die geteikende taal, met die fokus op situasies in die skool, tuis by familie en by alledaagse omgang.</p> <p>Studente word blootgestel aan basiese lees en skryfvaardighede rakende situasies wat in die modules behandel word en ten einde hulle te help met die aanleer van Afrikaans.</p> <p>Studente word ook bekendgestel aan 'n verskeidenheid Afrikaanse kulturele gebruike wat wissel van respek en ordentlikheid, familieverhoudinge, vorme van groet en verneem na ander se welstand en spesifieke gebruike rondom geslag.</p> <p><i>Continuous assessment</i></p> <p>Home department: CURRICULUM STUDIES</p>				

10103 AFRIKAANSMEDIUM [PGCE]				
772	6			
<p>Doeltreffende gebruik van Afrikaans as voertaal en onderrigmedium.</p> <p>Spraakhulp aan studente wat dit nodig het.</p> <p><i>Continuous assessment</i></p> <p>Home department: CURRICULUM STUDIES</p>				

24007 AFRIKAANS (OND) (ISP)				
278	15	Afrikaans	3L	A
<p>Benaderings tot taalonderrig, kommunikatiewe taalonderrig.</p> <p>Verkenning van leeruitkomste en assesseringstandaarde.</p> <p>Visuele en kulturele geletterdheid, teksdinamika.</p> <p>Inleiding tot assessering binne taal.</p> <p><i>PP Afrikaans en Nederlands 178 or</i></p> <p><i>PP Afrikaans Language Acquisition 178</i></p> <p>Home department: CURRICULUM STUDIES</p>				
378	20	Afrikaans	4L	A
<p>Tradisionele literatuur, kurrikulering, illustrasie en prentebouke, woordeboek- en multimedieagebruik in taalonderrig, kindervoësie.</p> <p>Kreatiwiteit en teksproduksie.</p> <p>Addisionele taalonderrig</p> <p><i>PP Afrikaans (Ond) (ISP) 278</i></p> <p>Home department: CURRICULUM STUDIES</p>				
478	20	Afrikaans	4L	A
<p>Jeugliteratuur, skryfonderrig, kurrikulering, rekenaarondersteunde taalonderrig, kreatiwiteit en teksproduksie.</p> <p>Verdere verkenning van leeruitkomste, assesseringstandaarde en assessering binne taalkonteks.</p> <p>Addisionele taalonderrig.</p> <p>Teoretiese verantwoording vir onderrigbenadering (epistemologie).</p>				

Beplanning en assessering binne taalkonteks.
Evaluering van leer-, onderrig- en ondersteuningsmateriaal.

PP Afrikaans (Ond) (ISP) 378

Home department: CURRICULUM STUDIES

54828 AFRIKAANS (OND) (FP)

284	15	Afrikaans	3L	A
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Konseptualisering van taalgeletterdheid.

Die taalgeletterdheidsprogram in die grondslagfase.

Visuele en kulturele geletterdheid, teksdinamika.

Verskillende aspekte van taalgeletterdheidsonderrig binne konteks van UGO as inleiding.

Perseptuele ontwikkeling.

Aanvangsleesbenaderings.

Beplanning en assessering vir die taalgeletterdheidsleerprogram, werkskedules en lesplanne.

PP Afrikaans en Nederlands 178 or

PP Afrikaans Language Acquisition 178

Home department: CURRICULUM STUDIES

384	15	Afrikaans	3L	A
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Teoretiese begroning.

Kulturele geletterdheid.

Tekste in die grondslagfase.

Kritiese geletterdheid.

Verskillende aspekte van die taalgeletterdheidsonderrig binne die konteks van UGO.

Beplanning en assessering vir die taalgeletterdheidsprogram, werkskedules en lesplanne.

PP Afrikaans (Ond) (FP) 284

Home department: CURRICULUM STUDIES

484	15	Afrikaans	3L	A
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Benaderings tot taalgeletterdheidsonderrig.

Verskillende aspekte van taalgeletterdheidsonderrig binne die konteks van UGO.

Beplanning en assessering vir die taalgeletterdheidsleerprogram, werkskedules en lesplanne.

Evaluering van leer-, onderrig- en ondersteuningsmateriaal.

PP Afrikaans (Ond) (FP) 384

Home department: CURRICULUM STUDIES

61484 AFRIKAANS-ONDERWYS (SKOOLVAK)

871	50	Afrikaans-onderwys- spesialisering [MEd (Curriculum Studies)]		
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Afrikaans-onderwys.

Home department: CURRICULUM STUDIES

61905 APPLIED COMPUTER SCIENCE (SEC ED) [ACE]				
771	21	Applied Computer Science First year		
Home department: CURRICULUM STUDIES				

781	14	Applied Computer Science Second year		
Home department: CURRICULUM STUDIES				

61433 APPLIED EXERCISE PHYSIOLOGY				
714	12	Applied exercise physiology [BHons in Sport Science]		
Applied exercise physiology. Home department: SPORT SCIENCE				

54429 APPLIED KINESIOLOGY				
312	12	Scientific Base of Sport Coaching	2L, 2P	A
Apply the principles that influence fitness and skills development to the design of sport specific programmes; understand the role and responsibilities of the coach; incorporate scientific principles in the organisation of a training year. <i>PP Kinesiology 182 or</i> <i>PP Sport Science 184</i> Home department: SPORT SCIENCE				
314	12	Scientific Base of the Fitness Industry	2L, 2P	A
BA and BSc The scientific base of the health, exercise and fitness industry; national and international trends in the fitness industry; structure of the fitness industry in SA; presentation and analysis of exercise regimes; exercise programme planning; compilation and management of exercise programmes; medical considerations for the fitness industry; assessment strategies in exercise and fitness; presentation and conducting various health and fitness tests. Home department: SPORT SCIENCE				
324	12	Principles of Adapted Movement	2L, 2P	A
Value of participation of disabled persons; assessing the performance of persons with disabilities; problem as of participants with chronic illnesses; teaching adaptations regarding disabled persons; data collection and processing. Home department: SPORT SCIENCE				

342	12	Coaching Strategies	2L, 2P	A
<p>Analysis of performance for strategic development; team cooperation; social behaviour in physical context; coaching tips and incentives; scientific principles of a training year; taking on the role of coach in the school or community; data collection and processing.</p> <p><i>PP Kinesiology 182 or</i> <i>PP Sport Science 184</i></p> <p>Home department: SPORT SCIENCE</p>				

344	12	Sport and Recreation for Persons with Disabilities	2L, 2P	A
<p>Sport classification for participation; competition opportunities for persons with disabilities; adaptation of rules and special requirements regarding sports types for persons with disabilities; support of sport development and recreations programmes in special schools and communities; conclusions of research for professional applications.</p> <p>Home department: SPORT SCIENCE</p>				
352	12	Exercise and Fitness Training	2L, 2P	A
<p>BA and BSc</p> <p>Presentation of selected professional fields in the fitness industry; planning, presentation and managing of fitness education for special population groups; analysis of exercise areas and exercise modalities; handling a case study personally; presentation of final case study; marketing; business management; risk management; legal considerations in the fitness industry.</p> <p>Home department: SPORT SCIENCE</p>				

48461 APPLIED MATHEMATICS (SEC ED) [ACE]				
772	14	Applied Mathematics (Mathematical Literacy)		
<p>Structure and properties of polygons and 3D objects; Distance, area and volume; Pythagoras' Theorem; Units of measurement; Scale drawings.</p> <p>Home department: CURRICULUM STUDIES</p>				
773	10	Applied Mathematics (Mathematical Sciences) (FET)		
<p>Volume and surface area; Analytical geometry; Trigonometry; Similarity; Congruence; Transformations.</p> <p>Home department: CURRICULUM STUDIES</p>				
774	10	Applied Mathematics (Mathematical Sciences) (Senior)		
<p>Angles; Symmetry; Measurement; Geometric solids; Position and line of vision.</p> <p>Home department: CURRICULUM STUDIES</p>				

51454 ARTS AND CULTURE (ED)				
278	10	Music and art (ISP)	2L, 2P	A
1. Applied two-dimensional and three-dimensional art. Apply knowledge, techniques and technical skills to create and be critically involved in the processes and products of arts and culture. Classroom practice. 2. Music and dance in education, creative activities, playing instruments in groups, movement and dance. <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				

288	10	Music and art (FP)	2L, 2P	A
1. Applied two-dimensional and three-dimensional art. Apply knowledge, techniques and technical skills to create and be critically involved in the processes and products of arts and culture. Classroom practice. 2. Music and dance in education, creative activities, playing instruments in groups, movement and dance. <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				

378	10	Dance and Drama (ISP)	2L, 1P	A
Drama: specific outcomes, learning programme guidelines, assessment criteria and standards, as well as introductory practical training in related drama practices. Sport Science: dance (social, artistic and movement forms) as educational and creative learning and cultural experience in Afro-centric and international contexts. <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				

388	10	Dance and Drama (FP)	2L, 1P	A
Drama: specific outcomes, learning programme guidelines, assessment criteria and standards, as well as introductory practical training in related drama practices. Sport Science: dance (social, artistic and movement forms) as educational and creative learning and cultural experience in Afro-centric and international contexts. <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				

57088 ARTS EDUCATION (ACE)				
772	24	Arts Education		
Drama, visual arts. Home department: MUSIC				
782	12	Arts Education		
Drama, visual arts. Home department: MUSIC				

10220 ASSESSMENT				
791	30	Assessment in higher education [PGDip (HE)(T&L)]		
Assessment in higher education: <ul style="list-style-type: none"> - Purposes and types of assessment - Principles of sound assessment - Impact of assessment on learning - Assessment methods - Constructive alignment - Educational evaluation - Critical reflection. <p><i>Core module</i></p> <p>Home department: CURRICULUM STUDIES</p>				

60941 ASSESSMENT AND EVALUATION IN HIGHER EDUCATION				
876	16	Assessment [MPhil (Higher Education)]		
Assessment and evaluation in higher education. Home department: CURRICULUM STUDIES				

43842 BIOKINETICS				
778	120	Biokinetics [BHons in Biokinetics]		
Further particulars are provided under the alphabetically-listed subjects for the programme. Home department: SPORT SCIENCE				

60976 BIOKINETICS PRACTICE				
772	20	Biokinetics Practice [BHons in Biokinetics]		
Biokinetics practice. Home department: SPORT SCIENCE				

56340 BIOMECHANICS				
712	12	Biomechanics [BHons in Biokinetics]		
<i>Biomechanics.</i> Home department: SPORT SCIENCE				

48364 BOTANY (SEC ED) [ACE]			
772	22	Botany	
Cytology, photosynthesis, anatomy and morphology, taxonomy, ecology, computer literacy, scientific language competence.			
Home department: CURRICULUM STUDIES			

61514 CHEMISTRY (LIFE SCIENCES) [ACE]			
772	8	Inorganic and organic	
Introduction to biological compounds; Inorganic chemistry; Organic chemistry.			
Home department: CURRICULUM STUDIES			

48402 CHEMISTRY (SEC ED) [ACE]			
772	22	Chemistry	
Matter and materials: Macroscopic interpretation of matter, the atom, microscopic interpretation of matter, atom combinations, organic chemistry.			
Chemical change: Physical and chemical change; Energy and chemical change.			
Home department: CURRICULUM STUDIES			
782	18	Chemistry	
Chemical change: Quantitative aspects of chemical change, chemical equilibrium, types of chemical reactions, electrochemical reactions.			
Chemical systems: Global cycles, hydrosphere, lithosphere, atmosphere, inorganic chemical industry.			
Home department: CURRICULUM STUDIES			

64823 CHILD AND ADULT PSYCHOPATHOLOGY			
873	20	Child and Adult Psychopathology [MEdPsych]	
Unit 1: Psychopathology: a multidimensional integrated model			
Unit 2: Child psychopathology			
Unit 3: Adult psychopathology			
Home department: EDUCATIONAL PSYCHOLOGY			

12899 CITIZENSHIP, SOCIAL INCLUSION AND DIFFERENCE			
791	30	Citizenship, social inclusion and difference in higher education [PGDip (HE)(T&L)]	
Students will cover a range of:			
<ul style="list-style-type: none"> - Theoretical approaches based on social justice (recognition, distribution and representation; capabilities approach) and critical theory (including critical race theory) - Related research approaches (participatory learning and action, writing and representation, including biography and auto-ethnography) 			

- Related teaching approaches (critical pedagogy; pedagogy of discomfort; performativity).

Elective module

Home department: CURRICULUM STUDIES

12293 COGNITIVE EDUCATION

764	18	Cognitive Education [BEdHons]		
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- Theoretical foundations of Cognitive Education
- Implications of and specific strategies to optimise cognitive education
- Design and application of a personal, integrated cognitive teaching plan to optimise learning, studying and thinking

Home department: EDUCATIONAL PSYCHOLOGY

61042 COMMUNITY EDUCATION

876	20	Community education [MPhil Education and Training for Lifelong Learning]		
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Community education.

Home department: CURRICULUM STUDIES

61441 COMPARATIVE AND INTERNATIONAL EDUCATION STUDIES

874	20	Comparative and international education studies [MED Education Policy Studies]		
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Comparative and international.

Home department: EDUCATION POLICY STUDIES

26506 COMPARATIVE EDUCATION

764	18	Comparative Education [BEdHons]		
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Theory, methods and themes in Comparative Education.

Globalisation and international perspectives.

A comparative international perspective on a selection of relevant developments in education, e.g. democratisation, educational transformation, centralisation and decentralisation, gender studies, qualification and assessment, technological advancement, sustainable development.

Critical perspectives on education systems, education policy and contemporary educational priorities.

Home department: EDUCATION POLICY STUDIES

61913 COMPUTER APPLICATION SOFTWARE (SEC ED) [ACE]				
771	7	First year		
Home department: CURRICULUM STUDIES				

51500 COMPUTER LITERACY (SEC ED) [ACE]				
771	7	Computer Literacy First year		
Presentation skills (PowerPoint). Integration skills. Home department: CURRICULUM STUDIES				
772	21	Computer Literacy First year		
Presentation skills (PowerPoint). Integration skills. Home department: CURRICULUM STUDIES				

781	14	Computer Literacy Second year		
Home department: CURRICULUM STUDIES				

61883 COMPUTER SCIENCE (SEC ED) [ACE]				
771	27	Computer Science First year		
Data encoding; programming in chosen programming language; simple data types, strings, expressions, loops, input/output; formulation and programming of algorithms, documentation and debugging of programmes, methods (sub-programmes) and parameters; classes and objects. Home department: CURRICULUM STUDIES				
781	27	Computer Science Second year		
Interfacing, inherited attributes, polymorphism; graphic user interfacing (GUIs), events; recursion, search and sorting methods; data structures: linked lists, stacks, queues, binary search trees. Home department: CURRICULUM STUDIES				

45810 COMPUTER USE (ED) [PGCE]				
774	6	Computer Use		
The development of interactive web-based education programmes. (This is a compulsory semi-self-study module.) <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				

51497 COMPUTING PRINCIPLES (SEC ED) [ACE]				
771	27	Computing Principles		
Computing principles. Home department: CURRICULUM STUDIES				

781	27	Computing Principles		
Computing Principles Home department: CURRICULUM STUDIES				

61468 CONTINUING PROFESSIONAL EDUCATION				
876	20	Perspectives [MPhil Education and Training for Lifelong Learning]		
Perspectives. Home department: CURRICULUM STUDIES				

54569 CORE MODULE				
734	12	Core module [BEdHons]		
Education as a response to the current South African environment, education as a process of transformation: critical thinking transformation, the individual, society and agency, education and change. Home department: CURRICULUM STUDIES				

12295 COUNSELLING				
775	24	Counselling [BEdHons]		
Theoretical framework and counselling skills for diverse communities Home department: EDUCATIONAL PSYCHOLOGY				

12296 COUNSELLING PRACTICE				
771	48	Counselling Practice [BEdHons]		
<ul style="list-style-type: none"> - Ethical and policy framework - Project and programme development - Community Psychology - Practicum Home department: EDUCATIONAL PSYCHOLOGY				

64815 CURRENT TOPICS IN SPORT AND EXERCISE SCIENCE				
721	12	Current topics in Sport and Exercise Science [BHons in Sport Science]		
On each topic: recent research, international perspectives, professional application.. Home department: SPORT SCIENCE				
751	12	Current topics in Sport and Exercise Science (BHons in Sport Science)		
On each topic: recent research, international perspectives, professional application. Home department: SPORT SCIENCE				

61085 CURRICULUM AND PROGRAMME DESIGN IN HIGHER EDUCATION				
876	14	Design [MPhil Higher Education]		
Programme design in higher education. Home department: CURRICULUM STUDIES				

49174 CURRICULUM STUDIES				
811	35	Introduction [MEd Curriculum Studies]		
Introduction to Curriculum Studies: Curriculum Studies as a field of study, the process of curriculum development, the teacher and curriculum development. Home department: CURRICULUM STUDIES				
871	50	Curriculum Studies Specialisation [MEd Curriculum Studies]		
Curriculum Studies. Home department: CURRICULUM STUDIES				

54526 CURRICULUM STUDIES				
144	10	Curriculum Studies	2L, 1T	A
Introduction to Curriculum Studies: the concept of curriculum, curriculum and transformation, curriculum principles, assessment and evaluation. Key concepts in curriculum frameworks: knowledge, source material, learners and teachers. Curriculum strategies, teaching and learning strategies. Home department: CURRICULUM STUDIES				
478	20	Assessment and Research (Practice) (ISP)	3L, 1T	A
Assessment practice: theoretical underpinnings. Implementation of strategies. Professional training of assessors. Curriculum research: introduction to the relevant research approaches and research reporting. Teachers as curriculum developers and researchers (linked to projects and school visits). <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				
488	20	Assessment and Research (Practice) (FP)	3L, 1T	A
Assessment practice: theoretical underpinnings. Implementation of strategies. Professional training of assessors.				

Curriculum research: introduction to the relevant research approaches and research reporting. Teachers as curriculum developers and researchers (linked to projects and school visits). <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				
774	12	Curriculum Studies [PGCE]		
Introduction to Curriculum Studies: the concept of curriculum, curriculum and transformation, curriculum approaches (the South African context). The process of curriculum development. Curriculum design (micro-curriculum development and curriculum planning) and curriculum implementation. Curriculum strategies: teaching and learning strategies Teaching methods: the basics elements of methodology Presentation: methodological variations Discussion: methodological variations Group work: methodological variations Independent work: methodological variations Experiential teaching methods: methodological variations Curriculum assessment The role of the teacher as a curriculum agent within curriculum development. Home department: CURRICULUM STUDIES				
878	240	Anchor Module: Curriculum Studies [MED]		
Further particulars are provided under the alphabetically-listed subjects in the programme. Home department: CURRICULUM STUDIES				

CURRICULUM STUDIES (SPECIALISATION) [PGCE]				
Responsible department: Curriculum Studies				
774	12	Curriculum Studies (Specialisation)	2L	T
The following generic contents applies to all of the Curriculum Studies modules listed below: <ul style="list-style-type: none"> - Perspectives on the subject - Principles of teaching and learning - Instructional planning and the presentation of subject matter - Educational technology - Methodology - Evaluation (assessment) - Innovative trends in the the subject area - Learning theories specific to this subject - Laboratory organisation, administration and safety (sciences only) - Practical work in the subject (where applicable) NB: Curriculum Studies modules which do not follow this pattern are listed alphabetically after Curriculum Studies (Xhosa)				

61778 CURRICULUM STUDIES (ACCOUNTING) [PGCE]				
774	12	Curriculum Studies (Accounting)		
<i>Continuous assessment</i>				
Home department: CURRICULUM STUDIES				

61689 CURRICULUM STUDIES (ART) [PGCE]				
774	12	Curriculum Studies (Art)		
<i>Continuous assessment</i>				
Home department: CURRICULUM STUDIES				

65846 CURRICULUM STUDIES (BUSSINESS STUDIES) [PGCE]				
774	12	Curriculum Studies (Business Studies)		
<i>Continuous assessment</i>				
Home department: CURRICULUM STUDIES				

61638 CURRICULUM STUDIES (ECONOMICS) [PGCE]				
774	12	Curriculum Studies (Economics)		
<i>Continuous assessment</i>				
Home department: CURRICULUM STUDIES				

61662 CURRICULUM STUDIES (GEOGRAPHY) [PGCE]				
774	12	Curriculum Studies (Geography)		
Home department: CURRICULUM STUDIES				

61611 CURRICULUM STUDIES (GERMAN) [PGCE]				
774	12	Curriculum Studies (German) [PGCE]		
Home department: CURRICULUM STUDIES				

61670 CURRICULUM STUDIES (HISTORY) [PGCE]				
774	12	Curriculum Studies (History)		
Home department: CURRICULUM STUDIES				

11566 CURRICULUM STUDIES (INFORMATION TECHNOLOGY) [PGCE]				
774	12	Curriculum Studies (Information Technology)		
Home department: CURRICULUM STUDIES				

61719 CURRICULUM STUDIES (LIFE SCIENCES) [PGCE]				
774	12	Curriculum Studies (Life Sciences)		
<i>Continuous assessment</i>				
Home department: CURRICULUM STUDIES				

61808 CURRICULUM STUDIES (MATHEMATICS) [PGCE]				
774	12	Curriculum Studies (Mathematics)		
<i>Continuous assessment</i>				
Home department: CURRICULUM STUDIES				

61727 CURRICULUM STUDIES (MUSIC) [PGCE]				
774	12	Curriculum Studies (Music)		
Home department: CURRICULUM STUDIES				

66478 CURRICULUM STUDIES (PHYSICAL SCIENCES) [PGCE]				
774	12	Curriculum Studies (Physical Sciences)		
<i>Continuous assessment</i>				
Home department: CURRICULUM STUDIES				

61743 CURRICULUM STUDIES (PHYSICS AND CHEMISTRY)				
774	12	Curriculum Studies (Natural Sciences)		
<i>Continuous assessment</i>				
Home department: CURRICULUM STUDIES				

61786 CURRICULUM STUDIES (RELIGIOUS STUDIES) [PGCE]				
774	12	Curriculum Studies (Religion Studies)		
Home department: CURRICULUM STUDIES				

61824 CURRICULUM STUDIES (XHOSA) [PGCE]			
774	12	Curriculum Studies (Xhosa)	
Home department: CURRICULUM STUDIES			

61581 CURRICULUM STUDIES (AFRIKAANS) [PGCE]			
774	12	Kurrikulumstudie (Afrikaans)	
Uitkomsgebaseerde onderwys, benaderings tot taalonderrig, kommunikatiewe taalonderrig, visuele en kulturele geletterdheid, teksdinamika, rekenaarondersteunde taalonderrig, kreatiwiteit en teksproduksie, skryfonderrig, jeugliteratuur, letterkunde-onderrig. <i>PP Afrikaans en Nederlands 278 or</i> <i>PP Afrikaans (Ond) (ISP) 278</i> Home department: CURRICULUM STUDIES			

61646 CURRICULUM STUDIES (ENGLISH) [PGCE]			
774	12	Curriculum Studies (English Method)	
Methodology of English as a main language. The development of integrated programmes. Methodology of English as an additional language. <i>Continuous assessment</i> <i>PP English Studies 278 or</i> <i>PP Applied English Language Studies 278</i> Home department: CURRICULUM STUDIES			

12473 CURRICULUM STUDIES (LIFE ORIENTATION): PHYSICAL EDUCATION			
774	12	Curriculum Studies [Life Orientation (Movement Ed)]	
Outcomes-based education Life Orientation within the National Curriculum Statement Professional skills expected from a Physical Education teacher Life Orientation (Physical Education) learning programme Construct learning programmes Human interaction and the environment Cultural and religious diversity in South Africa Sustainable lifestyles HIV and Aids education <i>Continuous assessment</i> Home department: SPORT SCIENCE			

**61700 CURRICULUM STUDIES (LIFE ORIENTATION):
PSYCHOLOGY [PGCE]**

774

12

**Curriculum Studies [Life
Orientation (Educational
Psychology)]**

Human interactions and the environment
Sustainable life styles
Cultural and religious diversity in South Africa
HIV and AIDS education
Health and well-being
Life-skills education
Career education

Continuous assessment

Home department: EDUCATIONAL PSYCHOLOGY

**61816 CURRICULUM STUDIES (MATHEMATICAL LITERACY)
[PGCE]**

774

12

**Curriculum Studies
(Mathematical Literacy)**

Mathematical Content

1. Problem-solving in various contexts; estimation techniques; fractions, proportional thinking, positive exponents and roots, compound and simple interest, equivalent number expressions.
2. Functional relationships and modelling; linear and non-linear functions (quadratic, hyperbolic and exponential).
3. Geometry and measurement: Properties of two-dimensional and three-dimensional objects, area, surface and volume of figures and objects, transformations, symmetry.
4. Pythagoras' Theorem, Cartesian coordinate system, basic and trigonometric relationships and aspects of measurement.
5. Treatment of data: Collection, organisation, presentation and interpretation of data, central values, probability concepts.

Technology

Use of information technology as medium of learning and teaching, including the use of Excel, graphic pocket calculators, graphic programs such as Graphmatica, dynamic geometry programs such as Geometer's Sketchpad and Logo, and other programs such as the statistic regression program CurveExpert. The use of Internet sources.

Subject-didactic Content

Constructivist learning theory.

Classroom culture of problem-centred teaching.

Learner problems in the mastery of algebra, geometry, probability analysis of learning material.

Formative and summative assessment

Continuous assessment

Home department: CURRICULUM STUDIES

61794 CURRICULUM STUDIES (SPEECH AND DRAMA) [PGCE]				
774	12	Curriculum Studies (Speech and Drama)		
Historical perspective, conventions of drama, the Arts and Culture learning area, extracurricular drama activities.				
Home department: CURRICULUM STUDIES				

61522 DATA HANDLING (PHYSICAL SCIENCES) [ACE]				
782	4	Data Management		
Data collection, data processing, terminology, graphs, interpreting graphs, estimates and the application of data handling in Chemistry and Physics.				
Home department: CURRICULUM STUDIES				

61263 DEVELOPMENT AND SUPPORT				
875	30	Development and support [MEdPsych (Educational Psychology)]		
Unit 1: Learners with specific learning problems Unit 2: Development and learning support Unit 3: Development and psychotherapy Unit 4: High-risk learners Unit 5: Facilitation and development in school and community contexts				
Home department: EDUCATIONAL PSYCHOLOGY				

63576 DIDACTICS (EDUCATION RENEWAL)				
734	18	Didactics (teaching renewal) [HonsBED]		
Contemporary teaching practices, problems and challenges, adaptations to changing, education needs in SA, learner-centred didactic strategies, the dynamics and essence of cooperative groups, using cooperative groups in didactic contexts, multicultural education, curriculum development and the renewal of practice: basic concepts and processes, phases of curriculum development, didactic implications.				
Home department: CURRICULUM STUDIES				

63584 DIDACTICS (INSTRUCTIONAL LEADERSHIP)				
764	18	Didactics (instructional leadership) [BEdHons]		
Leadership and instructional leadership, the relation between leadership and instructional leadership, didactic transformation and effective school leadership, instructional development, leadership for quality education.				
Teaching of thinking skills				
<ul style="list-style-type: none"> - Didactic strategies - A survey of thinking skills programmes - Curriculum development 				

<ul style="list-style-type: none"> - The relationship between curriculum components - Function of curriculum development in effective didactic situations - Potential leadership functions - The empowerment of the teacher as a curriculum functionary <p>Home department: CURRICULUM STUDIES</p>
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47519 DIDACTICS (LITERACY EDUCATION AND MANAGEMENT)				
734	18	Language and literacy education for adults (BEdHons)		
<p>Theoretical underpinnings of different kinds of literacy. Effective adult-orientated communication and management Coaching as a model for effective learning Reflection on teaching experience and epistemology Teaching methods.</p> <p>Home department: CURRICULUM STUDIES</p>				
764	18	Language education for adults (BEdHons)		
<p>Extending learners' literacies. Teaching and learning strategies to facilitate literacy, cultural diversity, critical thinking Evaluation of current teaching approaches and materials. Curriculum development and formative assessment.</p> <p><i>P Didactics (Literacy Education and Management) 734</i></p> <p>Home department: CURRICULUM STUDIES</p>				

43346 DIDACTICS (SUBJECT DIDACTICS) (EXCLUDING SUBJECT DIDACTICS OF AFRIKAANS, ENGLISH, MATHEMATICS)				
734	18	Subject Didactics [BEdHons]		
<p>Aspects of subject pedagogy, applied to individual school subjects, e.g.</p> <ul style="list-style-type: none"> - The perspective of the subject - Outcomes - Didactic analysis and management of subject matter - Teachers' management of learners and the social dynamics of the classroom - Subject-specific learning theory. <p>Home department: CURRICULUM STUDIES</p>				
764	18	Subject Didactics (BEdHons)		
<p>Assessment and evaluation, trends in renewal, problems of mastery, role of language and culture in subject education, research methods.</p> <p><i>P Didactics (Subject didactics) (excluding subject didactics of Afrikaans, English, Mathematics) 734</i></p> <p>Home department: CURRICULUM STUDIES</p>				

57002 DIDACTICS (SUBJECT DIDACTICS OF AFRIKAANS)				
734	18	Vakdidaktiek Afrikaans [BEdHons]		

Spesialisering in teoretiese verkenning van een van die volgende:				
Literatuuronderrig, wat insluit:				
<ul style="list-style-type: none"> - Literatuuronderrig in VOO-fase - Kinderliteratuur - Jeugliteratuur - Biblioterapie - Leesmotivering, leesondersteuning en leesonderrig 				
Taalonderrig, wat insluit:				
<ul style="list-style-type: none"> - Huistaalonderrig en -assessering in VOO-fase - Addisionele taalonderrig en -assessering - Rekenaarondersteunde taalonderrig 				
Skryfonderrig, wat insluit:				
<ul style="list-style-type: none"> - Kreatiewe skryfonderrig - Teksdinamika, visuele en kulturele geletterdheid - Ontwikkeling van kritiese en kreatiewe denke 				
Geletterdheidsonderrig				
<i>Let wel:</i> Die keuse van spesialisasie sal bepaal word deur aanbod (beskikbaarheid van dosente) en aanvraag (studente).				
Home department: CURRICULUM STUDIES				
764	18	Vakdidaktiek Afrikaans (BEdHons)		
Mini-navorsingsgeleentheid met toepassing van teoretiese verkenning in toepaslike skoolsituasie.				
<i>P Didactics (Subject Didactics of Afrikaans) 734</i>				
Home department: CURRICULUM STUDIES				

57029 DIDACTICS (SUBJECT DIDACTICS OF ENGLISH)				
734	18	English language teaching in a global perspective [BEdHons]		
The module is usually steered in one of four directions, depending on students' interests:				
<ul style="list-style-type: none"> - World Englishes and English language teaching. - English as a language of learning and teaching. - English for specific purposes and English for academic purposes. 				
Research papers must be completed on these aspects of English language teaching.				
Home department: CURRICULUM STUDIES				

57037 DIDACTICS (SUBJECT DIDACTICS OF MATHEMATICS)				
734	18	Subject Didactics: Mathematics [BEdHons]		
Perspectives on the nature of mathematics and learning and teaching mathematics, problem-solving and problem-based teaching and learning, diagnostic teaching.				
Home department: CURRICULUM STUDIES				
764	18	Subject Didactics: Mathematics (BEdHons)		
Teaching and learning arithmetic, teaching and learning the arithmetic of whole numbers (integers), teaching and learning initial algebra, teaching and learning geometry,				

technology in the teaching and learning mathematics.

P Didactics (Subject Didactics of Mathematics) 734

Home department: CURRICULUM STUDIES

61530 DIVERSITY AND INCLUSIVITY [PDCE]

774	12	Diversity and inclusivity		
<p>This module aims to prepare student teachers to provide effective education to a diverse, complex and interdependent world. The module focuses on the constituting processes of schools in South Africa. The main focus is the interaction between systemic, institutional and individual dimensions involved in creating and maintaining diverse yet inclusive schools. The module aims to support student teachers in the development of a conceptual foundation through which they can understand the complex and multiple dynamics of the interaction between race, class, culture, language, gender and other patterns of diversity in schools and mediate these meaningfully. An important dimension is to lay a conceptual foundation through which diversity and inclusivity can be addressed and mediated in educational contexts, based on the ethical principles of consultative co-existence and social justice. A critical awareness of sexuality and the manifestation of HIV and Aids in education and the broader community is a key component of this module.</p>				

Main themes:

- Diversity and inclusivity in schools from a 'Sociology of Education' perspective
- The school as institutional perspective
- Exploration of the relationship between education and society

Home department: EDUCATION POLICY STUDIES

59196 ECONOMIC AND MANAGEMENT SCIENCES (ED)

178	10	Economic and Management Sciences (ISP and FP)	2L	T
<p>Economic cycle - excluding the foreign sector Entrepreneurship and entrepreneurial skills Degree-related application of learning content Assessment skills. Integration with other learning areas. Home department: CURRICULUM STUDIES</p>				
278	15	Economic and Management Sciences (ISP)	3L	A
<p>Familiarity with EMS - RNCS policy document, content, scope of the learning area. Familiarity with a variety of economic and management topics such as budgeting, the share market, market research, marketing, business management, sales, clients, management of relationships, environmental management and sustainable development. Demonstrate the ability to interpret the learning outcomes and assessment standards of the learning area and to apply them to the content. Demonstrate insight into and skill in the development of modules. <i>PP Economic and Management Sciences (Ed) 178</i> Home department: CURRICULUM STUDIES</p>				

378	20	Economic and Management Sciences (ISP)	4L	A
<p>Economic cycle - including the foreign sector Management, consumer and financial knowledge and skills Degree-related application of learning content Presentation skills. <i>PP Economic and Management Sciences (Ed) 278</i> Home department: CURRICULUM STUDIES</p>				
478	20	Economic and Management Sciences (ISP)	4L	A
<p>Sustainable growth and development Degree-related application of learning content In-depth scrutiny of the Revised National Curriculum Statement, the Learning. Area Framework and the Assessment Guidelines. <i>PP Economic and Management Sciences (Ed) 378</i> Home department: CURRICULUM STUDIES</p>				

12471 EDUCATION AND SOCIETY				
764	18	Education and society [BEdHons]		
<ul style="list-style-type: none"> - The relationship between educational processes and social change, with reference to international comparative debates and a strong theoretical basis in functionalism, conflict, social interactional and post-modern theories. - The complex processes of social change in South Africa and the country's educational reform initiatives during the past twenty years. - The relationship between the goals of equity and development on the one hand and educational reform on the other. <p>Home department: EDUCATION POLICY STUDIES</p>				

54577 EDUCATION AND TRAINING FOR LIFELONG LEARNING				
878	240	Education and training for lifelong learning [Mphil]		
<p>Further particulars are provided in the alphabetically-listed subjects of the programme. Home department: CURRICULUM STUDIES</p>				

61875 EDUCATION GOVERNANCE, LEADERSHIP AND MANAGEMENT [PGCE]				
774	12	Perspectives on the education system		
<p>Classrooms in local, national and global contexts. School governance and management in a democratic context. Dealing with contemporary management challenges for teachers (e.g. discipline, change, community relations, accountability, diversity, quality assurance). Taking the initiative and responsibility for your own class. The educator and the law: the legal system (constitution, human rights and education)</p>				

legislation); duty of care and crimes against children; selected legal topics, e.g. defamation, labour law.

Home department: EDUCATION POLICY STUDIES

49255 EDUCATION MANAGEMENT

734	18	Education management [BEdHons]		
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Contemporary challenges facing education managers.
 Changing patterns in education management.
 Skills needed for effective education management: conceptualising the effective educational institution, policy and planning, strategies and structures, decision-making, working with people, finances and budgeting, leadership, power and empowerment.

Home department: EDUCATION POLICY STUDIES

61255 EDUCATION MANAGEMENT, LEADERSHIP AND POLICY

871	30	Education Management, Leadership and Policy [MEd Education Policy Studies]		
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Discussion of themes in education management and educational leadership, including leadership and change, management, governance and governing bodies, people, leadership in the organisation.

Home department: EDUCATION POLICY STUDIES

47529 EDUCATION ORGANISATION MANAGEMENT

734	18	Education organisation management [BEdHons]		
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Organisational culture and climate, management of organisational change, the school as an organisation in the South African context, diversity and internationalisation

Home department: EDUCATION POLICY STUDIES

50261 EDUCATION POLICY STUDIES

764	18	Education Policy Studies [BEdHons]		
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The nature and origin of education policy, with specific reference to the transformation of education in South Africa, processes of policy shaping, policy analysis, implementation of macro- and micropolicy, evaluation of policy, the practitioner as policy analyst, contexts of education policy and globalisation of education, education policy methodologies, reflection - education policy practices and epistemological shifts, the democratisation of education policy practices.

Home department: EDUCATION POLICY STUDIES

878	240	Education Policy Studies [MEd]		
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Further particulars are provided in the alphabetically-listed subjects of the programme.

Home department: EDUCATION POLICY STUDIES

61271 EDUCATIONAL AND PSYCHOLOGICAL ASSESSMENT				
874	20	Assessment [MEdPsych (Educational Psychology)]		
Unit 1: Educational assessment Unit 2: Psychological assessment Unit 3: Report writing in Educational Psychology Unit 4: Assessment for career development Home department: EDUCATIONAL PSYCHOLOGY				

12294 EDUCATIONAL-PSYCHOLOGICAL ASSESSMENT				
734	18	Educational-psychological Assessment [BEdHons]		
<ul style="list-style-type: none"> - Assessment theory - Writing professional reports - Ethical assessment practice - Referral of clients Home department: EDUCATIONAL PSYCHOLOGY				

54623 EDUCATIONAL PSYCHOLOGY				
877	240	Educational Psychology [MEdPsych]		
Further particulars are provided under the alphabetically-listed subjects of the programme. Home department: EDUCATIONAL PSYCHOLOGY				

21903 EDUCATIONAL PSYCHOLOGY				
124	10	Development and learning	2L, 1T	A
Contextualisation of child and adolescent development. Child and adolescent development, including theoretical perspectives and developmental dimensions. Learning theories Sport Science: physical growth and developmental phases in the pre-school, middle and older child. Home department: EDUCATIONAL PSYCHOLOGY				
378	20	Learning Diversity (ISP)	2L, 1T	A
Theoretical perspectives. The continuum of obstacles to learning and development. Inclusive education. Intrinsic and extrinsic obstacles. The culture and management of the inclusive classroom. Partnerships between the family, school and community. Home department: EDUCATIONAL PSYCHOLOGY				
388	20	Learning Diversity (FP)	2L, 1T	A
Theoretical perspectives. The continuum of obstacles to learning and development. Inclusive education.				

Intrinsic and extrinsic obstacles. The culture and management of the inclusive classroom. Partnerships between the family, school and community. Home department: EDUCATIONAL PSYCHOLOGY				
414	15	Assessment and learning support (ISP and FP)	2L, 1T	A
Educational assessment with an emphasis on curriculum-based assessment for screening, identification and support of barriers. Learning support, including the asset-based approach. Constructivist teaching principles. Learning and thinking styles. Supporting literacy and supporting Mathematics. Basic counselling skills for teachers. Home department: EDUCATIONAL PSYCHOLOGY				
471	24	Counselling [BEdPsych]	3L	T
Theoretical frameworks and counselling skills for diverse communities. Home department: EDUCATIONAL PSYCHOLOGY				
472	24	Psychological assessment and evaluation [BEdPsych]	2L, 2P	T
Theme 1: Educational-psychological theory of assessment Theme 2: Educational-psychological practice of assessment <i>PP Educational Psychology 314, 318, 344</i> Home department: EDUCATIONAL PSYCHOLOGY				
473	48	Learning support [BEdPsych]	2P, 2S	T
Theme 1: Learner support Theme 2: Therapeutic skills <i>PP Educational Psychology 314, 318, 344</i> Home department: EDUCATIONAL PSYCHOLOGY				

61298 EDUCATIONAL RESEARCH				
764	12	General educational research [BEdHons]		
Theme 1: Introduction to Educational Research Theme 2: Theoretical/philosophical aspects of educational research Theme 3: Qualitative research methods in Education Theme 4: Quantitative research methods in Education Home department: CURRICULUM STUDIES				
812	35	Research [MEd Curriculum Studies]		
Educational Research <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				

65811 EDUCATIONAL SUPPORT				
878	240	Educational Support [MED]		
Further particulars are provided under the alphabetically-listed subjects of the programme. Home department: EDUCATIONAL PSYCHOLOGY				

12476 ENGLISH AS LANGUAGE OF LEARNING AND TEACHING				
278	5	English as Language of Learning and Teaching (ISP)	1L, 1T	E
The effective use of English as a tool of communication and as a medium of instruction. <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				
288	5	English as Language of Learning and Teaching (FP)	1L, 1T	E
The effective use of English as a tool of communication and as a medium of instruction. <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				

61549 ENGLISH EDUCATION (SCHOOL SUBJECT)				
871	50	Specialisation in English language education [MED Curriculum Studies]		
The module is generally tailored to suit the students' particular needs and interests, with a strong focus on the following issues: <ul style="list-style-type: none"> - New directions in English language teaching. - Teaching English from a world Englishes perspective. - Developing literacy (including academic literacy) in English. - Accelerating the development of literacy in street and at-risk learners. - Teaching English in multilingual contexts, including multilingual classroom communication (e.g. code switching and translation practices). - Bi/multilingual education policy, planning and policy at secondary and tertiary levels of education. Home department: CURRICULUM STUDIES				

24015 ENGLISH (ED) [ISP]				
278	15	English	3L	E
Introduction to approaches and methods of English language teaching suitable for the Intermediate and Senior Phases in a multilingual South Africa. The structure of English. Study of a variety of literary and academic texts. <i>Continuous evaluation</i> <i>PP English Studies 178</i> Home department: CURRICULUM STUDIES				

378	20	English	4L	E
<p>English language teaching methodology: the development of a comprehensive literacy programme to help learners develop as critical readers, writers and language users. Children's literature.</p> <p>Lesson planning and materials development and adaptation.</p> <p>Extensive reading programme.</p> <p><i>Continuous assessment</i> <i>PP English (Ed) [ISP] 278</i></p> <p>Home department: CURRICULUM STUDIES</p>				
478	20	English	4L	E
<p>English language teaching methodology: the development of a comprehensive literacy programme to help learners develop advanced literacy skills through text analysis and composition.</p> <p>Children's literature.</p> <p>Lesson planning, materials development and adaptation.</p> <p>Extensive reading programme.</p> <p><i>Continuous assessment</i> <i>PP English (Ed) [ISP] 378</i></p> <p>Home department: CURRICULUM STUDIES</p>				

54836 ENGLISH (ED) [FP]				
284	15	English	3L	E
<p>Introduction to approaches to and methods of English language teaching suitable for the Foundation Phase in a multilingual South Africa.</p> <p>The structure of English.</p> <p>Study of a variety of literary and academic texts.</p> <p><i>Continuous assessment</i> <i>PP English Studies 178</i></p> <p>Home department: CURRICULUM STUDIES</p>				
384	15	English	3L	E
<p>English language teaching methodology: The development of a well-balanced language teaching programme with a strong focus on developing literacy and developing materials at emergent and early levels.</p> <p>Children's literature.</p> <p>Extensive reading programme.</p> <p><i>Continuous assessment</i> <i>PP English (Ed) [FP] 284</i></p> <p>Home department: CURRICULUM STUDIES</p>				
484	15	English	3L	E
<p>English language teaching methodology: The development of a well-balanced language teaching programme with a strong focus on consolidating and extending literacy competence and developing materials to achieve fluency and autonomy.</p> <p>Children's literature.</p> <p>Extensive reading programme.</p> <p><i>Continuous assessment</i> <i>PP English (Ed) [FP] 384</i></p> <p>Home department: CURRICULUM STUDIES</p>				

12769 ENGLISH MEDIUM [PGCE]				
772	6	English Medium		
The effective use of English as a tool of communication and as a medium of instruction. <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				

53880 ENGLISH STUDIES				
178	24	Language and Literature in Context	1L, 2S	K
<p>The module is designed to develop the student's ability to analyse a wide variety of texts and to communicate effectively in written and spoken English. The focus is on cultural and literary studies and on the development of an appropriate academic discourse. A description of the components listed below and the list of texts are provided in the Course Prospectus, available from the Department. The module is taught by means of one lecture and two small group seminars per week</p> <p>All students take the following lecture components:</p> <ul style="list-style-type: none"> - Text and Context - Film Studies - Prose Fiction - Drama <p>In the small group seminars, students engage with the lecture material and in addition analyse a range of short stories and Poetry</p> <p><i>Notes</i></p> <ol style="list-style-type: none"> 1. The Department follows a system of continuous assessment, with marks accruing from formal tests and tutorial written work which includes essays. See Course Prospectus for details. 2. The pass mark for English 178 is 50%, with a sub-minimum of 50% required in the test component of the final mark, and a sub-minimum of 50% required in the essay/tutorial mark component of the final mark. 3. Full details of the modules may be found in the Course Prospectus, available from the Department, or on the Department's web site at: http://www.sun.ac.za/english/ <p>Home department: ENGLISH</p>				
278	32	Language, Culture and Literature in the African Context	3L, 1S	K
<p>The module is designed to introduce students to the English literary tradition from the sixteenth to the eighteenth centuries, and to the emergence of an indigenous literary tradition in English in the nineteenth and twentieth centuries. A description of the components listed below and the list of prescribed texts are provided in the Course Prospectus available from the Department. The module is taught by means of lectures and elective seminars.</p> <ul style="list-style-type: none"> - Renaissance Explorations - The Restless Enlightenment - Southern African Literature - West and East African Imaginings 				

For the seminar classes, students engage with poetry and choose from a selection of available topics as set out in the Course Prospectus.

Notes

1. The Department follows a system of continuous assessment, with marks accruing from formal tests and tutorial written work which includes essays. See Course Prospectus for details.
2. The pass mark for English 278 is 50%, with a sub-minimum of 50% required in the test component of the final mark, and a sub-minimum of 50% required in the essay/tutorial mark component of the final mark..
3. Full details of the module may be found in the Course Prospectus, available from the Department, or on the Department's web site at:

<http://www.sun.ac.za/english/>

PP English Studies 178

Home department: ENGLISH

49204 ENVIRONMENTAL EDUCATION

734	18	Environmental Education [BEdHons]		
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Environment and crisis.
 Environmental Education as a response.
 Environmental Education and theories of education, development and assessment.
 Environmental Education and curriculum development: resources and programmes.
 Home department: CURRICULUM STUDIES

871	50	Specialisation in Environmental Education [Med Curriculum Studies]		
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Environmental Education.
 Home department: CURRICULUM STUDIES

61018 ERGONOMICS

775	20	Ergonomics [Bhons in Biokinetics]		
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Ergonomics.
 Home department: SPORT SCIENCE

61204 EXERCISE PHYSIOLOGY

743	12	Exercise physiology [BHons in Sport Science]		
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Exercise physiology.
 Home department: SPORT SCIENCE

774	20	Exercise physiology [BHons in Biokinetics]		
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Exercise physiology.
 Home department: SPORT SCIENCE

61220 EXERCISE PSYCHOLOGY				
713	12	Exercise psychology [BHons in Sport Science]		
Exercise psychology.				
Home department: SPORT SCIENCE				

61212 EXERCISE SCIENCE				
771	40	Exercise studies [BHons in Biokinetics]		
Exercise studies.				
Home department: SPORT SCIENCE				

61026 FACILITATION SKILLS				
876	20	Perspectives [MPhil Education and Training for Lifelong Learning]		
Perspectives.				
Home department: CURRICULUM STUDIES				

61050 FOUNDATIONS OF RESEARCH				
876	10	Foundations [MPhil Higher Education/Education and Training for Lifelong Learning]		
Foundations of research.				
Home department: CURRICULUM STUDIES				

61557 GEOGRAPHY EDUCATION (SCHOOL SUBJECT)				
871	50	Specialisation in Geography Education [MEd Curriculum Studies]		
Geography Education.				
Home department: CURRICULUM STUDIES				

49492 HIGHER EDUCATION				
878	240	Name of programme: Higher Education [MPhil]		
Further particulars are provided under the alphabetically-listed subjects of the programme.				
Home department: CURRICULUM STUDIES				

61395 HISTORY OF SPORT				
745	12	Sport history [BHons in Sport Science]		
Sport history. Home department: SPORT SCIENCE				

12464 HUMAN LEADERSHIP AND MANAGEMENT [ACE]				
772	18	Human leadership and management		
The existence of policy, why policy and the policy process. An orientation regarding legal principles, policy and cooperative governance. Home department: EDUCATION POLICY STUDIES				

12901 ICTS FOR TEACHING AND LEARNING				
791	30	ICTs for teaching and learning in higher education [PGDip (HE)(T&L)]		
The module gives students the opportunity to analyse their contexts, design and develop, implement, evaluate and reflect on a technology-enhanced learning intervention. <i>Elective module</i> Home department: CURRICULUM STUDIES				

54461 INCLUSIVE EDUCATION				
724	18	Inclusive education (BEdHons)		
<ul style="list-style-type: none"> - The movement towards inclusive education - Inclusive education in schools and classrooms - Support networks - Learning diversity Home department: EDUCATIONAL PSYCHOLOGY				
873	20	Inclusive Education (MEdPsych)		
Unit 1: A metatheoretical framework Unit 2: International and national perspectives on inclusive education Unit 3: Educational Psychology as a profession Unit 4: Learners with disabilities Home department: EDUCATIONAL PSYCHOLOGY				

12486 INCLUSIVE EDUCATION, ASSESSMENT AND LEARNING SUPPORT				
872	40	Inclusive education, assessment and learning support [MED Educational Support]		
Unit 1: Inclusive education Unit 2: Barriers to learning Unit 3: Assessment and learning support Home department: EDUCATIONAL PSYCHOLOGY				

53899 INFORMATION SKILLS				
172	6	Information and Computer Competence	1L, 1P	A & E
Study and practice of information usage, the WWW and selected software programs - such as word processing, databases, spreadsheets and presentations - that are necessary for communication and information purposes in the humaniora. <i>Assessed continuously.</i> Home department: INFORMATION SCIENCE Formula for Final mark: The class mark counts as the final mark.				

61565 INTRODUCTION TO EDUCATIONAL RESEARCH [PGCE]				
772	8	Introduction		
Introduction and overview of research, approaches to research, research methods, the teacher as researcher. <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				

61999 INTRODUCTION TO RESEARCH METHODOLOGY				
874	40	Introduction to Research Methodology [MED Educational Support]		
<ul style="list-style-type: none"> - Theme 1: Introduction - Theme 2: Planning: the research proposal - Theme 3: Literature study - Theme 4: Pilot studies and population validity - Theme 5: Research design - Theme 6: Measurement theory and measurement instruments - Theme 7: Field work - Theme 8: Qualitative data processing and interpretation - Theme 9: Scientific writing skills Home department: EDUCATIONAL PSYCHOLOGY				

61077 KINANTHROPOMETRY				
715	12	Kinanthropometry [BHons in Sport Science]		
Kinanthropometry. Home department: SPORT SCIENCE				

19305 KINESIOLOGY				
162	8	Anatomy	2L, 1P	A
Anatomical and movement terminology; structure and function of tissue types of the human body; knowledge of the human body as a unit of mobility (skeletal and muscular) structure and function; knowledge of selected supporting systems to the mobility unit. Home department: SPORT SCIENCE				
182	8	The Sport Experience	2L, 2P	A
Sport performance as a personal experience; demonstration, strategies, insight, enhancement of selected team and individual sport types played by different cultural groups in Southern Africa. <i>Continuous assessment</i> Home department: SPORT SCIENCE				
312	8	Sport Injuries	2L	A
General principles and classification of sport injuries. Biomechanics of sport injuries. Overuse syndrome. Sport injuries of upper and lower limbs. Injuries in sport for persons with disabilities. Home department: SPORT SCIENCE				
332	8	Peak Performance	2L	A
Programme design through principles of classification and the application thereof on elite sport performance. Periodisation of training. Recovery strategies. Applied nutritional aspects of sport. Home department: SPORT SCIENCE				
342	8	Sociological and Psychological Aspects of Sport Performance	2L	A
Relationship between sport and social institutions; specific considerations for the coaching of children; the sport credo; sport and the media; use of specific psychological skills for enhancement of sport performance; psychometrics. Home department: SPORT SCIENCE				
352	8	Tests and Measurement	2L	A
Principles of valid and reliable assessment of fitness and sporting performance by means of statistical techniques and general assessment strategies. Home department: SPORT SCIENCE				
372	8	Values and Ethics in Professional Applications	2L, 2P	A
Education expertise; characteristics of development; curriculum models; management and communication skills and motivational strategies; design of physical activity programmes; teaching planning and presentation. Philosophical context of physical activities; social and cultural tendencies with regards to				

physical activities in SA; heterogeneous groups and physical activity; moral behaviour in physical activity, sport and recreation.

Home department: SPORT SCIENCE

47531 LANGUAGE POLICY AND PLANNING IN EDUCATION

734

18

**Language policy and planning
in education [BEdHons]**

SA and international contexts of language planning in education

Research into language attitudes and expectations

Development of a policy

Home department: CURRICULUM STUDIES

61093 LEADERSHIP AND MANAGEMENT OF LIFELONG LEARNING

876

10

**Leadership and management
[MPhil Education and Training
for Lifelong Learning]**

Leadership and management.

Home department: CURRICULUM STUDIES

61107 LEADERSHIP IN HIGHER EDUCATION

876

16

**Leadership [MPhil Higher
Educatio]**

Leadership in higher education.

Home department: CURRICULUM STUDIES

61832 LEARNING AND LEARNING SUPPORT [PGCE]

774

12

Learning and learning support

Adolescence and developmental phases.

The learning process (taking into account different leaning theories, learning and thinking styles and cognitive strategies).

Different barriers to learning and development.

Learning support in the inclusive classroom, learners with behavioural problems in the South African context.

The development of skills to manage learners with critical incidents in the classroom.

Continuous assessment

Home department: EDUCATIONAL PSYCHOLOGY

51241 LEARNING SUPPORT

765

18

Learning support [BEdHons]

- Introductory orientation to learning support

- Educational assessment and learning support

- The learning support practice

Home department: EDUCATIONAL PSYCHOLOGY

61115 LIFELONG LEARNING: THEORY AND PRACTICE				
876	16	Lifelong learning [MPhil Education and Training for Lifelong Learning]		
Lifelong learning. Home department: CURRICULUM STUDIES				

54496 LIFE ORIENTATION				
376	10	Physical development and movement (ISP)	2L, 1P	A
Sport Science: theoretical deepening for expertise and practical experience of movement contents as required for the school environment. Planning, development of programmes, handling and presentation of typical movement contents required for the school environment. <i>Continuous assessment</i> Home department: SPORT SCIENCE				
377	10	Multireligion and multicultural (ISP)	2L	A
The theoretical and anthropological foundations of diverse religions, value orientations and cultural environments with regard to the ethical and educational role of human rights values in a context of religious and cultural diversity. The development of cultural and religious literacy in order to use a critical perspective to identify the diversity of religions, value orientations and cultures in the school environment and handle them professionally. The development of social constructivist programme materials, and teaching, learning and assessment strategies to facilitate multireligious and multicultural teaching and learning situations. <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				
378	5	Environment and the curriculum (ISP)	1L	A
Broad overview of the environmental education processes: national as well as international: the concept of environment, perspectives on the causes of environmental crises, implications for the school curriculum, environmental education within OBE. <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				
386	10	Physical development and movement (FP)	2L, 1P	A
Sport Science: theoretical deepening for expertise and practical experience of movement contents as required for the school environment. Planning, development of programmes, handling and presentation of typical movement contents required for the school environment. <i>Continuous assessment</i> Home department: SPORT SCIENCE				

387	10	Multireligion and multicultural (FP)	2L	A
<p>The theoretical and anthropological foundations of diverse religions, value orientations and cultural environments with regard to the ethical and educational role of human rights values in a context of religious and cultural diversity.</p> <p>The development of expertise en skills to identify the diversity of religions, value orientation and cultures in the foundation phase environment and to handle them professionally in line with the spiritual and religious development of the child.</p> <p>The development of social constructivist programme materials, teaching, learning and assessment strategies to facilitate multireligious and multicultural teaching and learning situations in the foundation phase.</p> <p><i>Continuous assessment</i> Home department: CURRICULUM STUDIES</p>				
388	5	Environment and the curriculum (FP)	1L	A
<p>Broad overview of the environmental education processes: national as well as international: the concept of environment, perspectives on the causes of environmental crises, implications for the school curriculum, environmental education within OBE.</p> <p><i>Continuous assessment</i> Home department: CURRICULUM STUDIES</p>				
871	50	Life Orientation specialisation [MEd Curriculum Studies]		
<p>Life Orientation/Life Skills. Home department: CURRICULUM STUDIES</p>				

61840 LIFE SCIENCES (SEC ED) [ACE]				
782	16	Life Sciences		
<p>Plant diversity; Animal diversity; Human population dynamics and environmental impact; HIV and Aids Home department: CURRICULUM STUDIES</p>				
783	28	Life Sciences		
<p>Movement and support; Circulatory system; Excretion; Nervous system; Endocrine system; Human nutrition; Respiratory system; Reproduction; Senses; Immunity. Home department: CURRICULUM STUDIES</p>				

12463 MANAGEMENT OF TEACHING AND LEARNING [ACE]				
772	18	Management of Teaching and Learning		
<p>Investigate personal and professional characteristics needed for effective management of teaching and learning. A sound theoretical and applied understanding of curriculum management, quality in teaching and learning, and school culture. Home department: EDUCATION POLICY STUDIES</p>				

61972 MATHEMATICS EDUCATION (SCHOOL SUBJECT)				
871	50	Mathematics Education Specialisation [MEd Curriculum Studies]		
Mathematics Education. Home department: CURRICULUM STUDIES				

24023 MATHEMATICS (ED)				
178	10	Mathematics	2L, 1T	T
<p>Theory and didactics of Arithmetic. The development of the number concept. The effects of social and cognitive contexts on the learning of Mathematics. Types of problems in Arithmetic and the meanings of the basic operations. Theory of computations with whole numbers (kinds of computing methods, properties of computing methods, notations and expository formats). History of the development of computing methods. Become attuned to the use of patterns and the repetition of patterns. Collection, processing and interpretation of data. Measurement theory. Introduction to various theories of how Mathematics is learned.</p> <p><i>Continuous assessment</i> Home department: CURRICULUM STUDIES</p>				
278	15	Mathematics	3L	A
<p>Didactics of Mathematics in the Intermediate Phase. Constructivist learning theory as applied to Mathematics. Characteristics and theoretical foundations of transmission-based, mediation-based and problem-based Mathematics education. Interrelation of Arithmetic and Algebra. Problems in and methodologies for teaching fractions, decimals and relationship. Teaching of Geometry in primary schools. Introduction to the didactics of elementary Algebra.</p> <p><i>Continuous assessment</i> <i>PP Mathematics (Ed) 178</i> Home department: CURRICULUM STUDIES</p>				
378	20	Mathematics	4L	A
<p>Didactics of Algebra. Problem solving as medium and goal in Mathematics education. The sociology of the Mathematics classroom. Introduction to the numerical solution of equations. Basic variables, variations, teaching aids and problems in the teaching and learning of Elementary Algebra (Pre-Algebra). Provision for gifted learners in Mathematics at primary schools. Measurement theory.</p> <p><i>Continuous assessment</i> <i>PP Mathematics (Ed) 278</i> Home department: CURRICULUM STUDIES</p>				

478	20	Mathematics	4L	A
<p>Functions, statistics and probability. Elementary curve fitting and mathematical modelling systems, simultaneous equations, area approximations. Elementary numerical analysis. Basic descriptive statistics. Principles of probability theory and inferential statistics. Elementary transformation Geometry.</p> <p><i>Continuous assessment</i> <i>PP Mathematics (Ed) 378</i></p> <p>Home department: CURRICULUM STUDIES</p>				

54860 MATHEMATICS (ED) (FOUNDATION PHASE)				
284	15	Mathematics (Ed) (FP)	3L	A
<p>Teaching mathematics in the Foundation Phase. Characteristics and theoretical underpinnings of transmission teaching, mediation and problem-centred Mathematics. Classroom culture as a determining factor in learning outcomes. The development of number concepts and computing methods in learners. Teaching fractions in the Foundation Phase. Initial geometry (space, visualisation, positioning, orientation). The didactics of geometry.</p> <p><i>Continuous assessment</i> <i>PP Mathematics (Ed) 178</i></p> <p>Home department: CURRICULUM STUDIES</p>				
384	15	Mathematics (Ed) (FP)	3L	A
<p>Meaning of basic operations, basic problem types, meanings of whole numbers and fractions, properties of operations. Detailed study of spontaneous computing methods in learners. Problem-based Mathematics education in the Foundation Phase: theory and practice. Pre-algebra teaching. Introduction to the teaching of data handling.</p> <p><i>Continuous assessment</i> <i>PP Mathematics (Ed) (Foundation Phase) 284</i></p> <p>Home department: CURRICULUM STUDIES</p>				
484	15	Mathematics (Ed) (FP)	3L	A
<p>Interpretation of the South African Mathematics curriculum for the Foundation Phase. Different levels and forms of mathematical guidance and teacher involvement in social interaction. Comparative study of different problem-based teaching practices. Dealing with individual differences between learners: assessment and equality. The didactics of measurement. The role of technology in Mathematics teaching.</p> <p><i>Continuous assessment</i> <i>PP Mathematics (Ed) (Foundation Phase) 384</i></p> <p>Home department: CURRICULUM STUDIES</p>				

48429 MATHEMATICS (PHYSICAL SCIENCES) [ACE]				
772	4	Mathematics		
Functions and graphs: mathematical relationships; variables; direct and inverse proportionality; linear and quadratic functions; exponential functions and their graphs. Trigonometry: trigonometry of right-angled triangles; trigonometric functions and their graphs. Differential calculus: limits; average and instantaneous rate of change; derivatives. Home department: CURRICULUM STUDIES				

48488 MATHEMATICS (SEC ED) [ACE]				
772	24	Mathematics (Mathematical Literacy)		
Numbers and numerical relationships; Financial Mathematics; Functions; Scientific literacy. Home department: CURRICULUM STUDIES				
773	24	Mathematics (Mathematical Sciences) (FET)		
Interest and percentages; Financial Mathematics; Patterns; Linear, quadratic and exponential relationships; Functions and inverses. Home department: CURRICULUM STUDIES				
774	24	Mathematics (Mathematical Sciences) (Senior)		
Fractions and ratios; Interest and percentages; Cartesian plane; Negative numbers; Patterns; Various relationships. Home department: CURRICULUM STUDIES				
781	10	Mathematics (Mathematical Sciences) (Senior)		
Measurement; Pythagoras' Theorem; Similarity; Transformations and congruence. Home department: CURRICULUM STUDIES				
782	24	Mathematics (Mathematical Literacy)		
Financial issues; Functional relationships with focus on break-even situations. Home department: CURRICULUM STUDIES				
783	14	Mathematics (Mathematical Literacy)		
Problem solving regarding surface and volume; Simple trigonometric functions; Charts; Structure of regular polyhedra; Golden ratio. Home department: CURRICULUM STUDIES				
784	20	Mathematics (Mathematical Sciences) (FET)		
Linear programming; Financial Mathematics; Functions; Differential calculus; Problem solving. Home department: CURRICULUM STUDIES				

785	10	Mathematics (Mathematical Sciences) (FET)		
Circle geometry; trigonometry; Compound angles; 3D problems; Transformations; Applications of Pythagoras' Theorem. Home department: CURRICULUM STUDIES				
786	20	Mathematics (Mathematical Sciences) (Senior)		
Powers; Scientific notation; Linear and exponential relationships; Solving linear equations; Financial Mathematics. Home department: CURRICULUM STUDIES				

57258 MENTAL HEALTH				
714	18	Mental health [BEdHons]		
Theoretical framework Mental health in the South African context Psychopathology Home department: EDUCATIONAL PSYCHOLOGY				

61123 MOTOR CONTROL				
711	12	Motor control [BHons in Sport Science]		
Motor control. Home department: SPORT SCIENCE				

61131 MOTOR LEARNING				
741	12	Motor learning [BHons in Sport Science]		
Motor learning. Home department: SPORT SCIENCE				

44229 MOVEMENT EDUCATION SPORT AND RECREATION				
212	8	Teaching and Programme Development	2L, 4P	A
Teaching expertise, management skills and motivational strategies, design of physical activity programmes, planning and presenting teaching. Home department: SPORT SCIENCE				
222	8	Adapted movement programmes	2L	A
The importance of correct body alignments for successful motor performance; analysis of causes of posture deviations; introductory knowledge of various disabilities. Home department: SPORT SCIENCE				

242	8	Sport and Recreation Management	2L	A
Principles of planning, organising, leading and control in sport and recreation; marketing management: market differentiation, identification of target groups, needs assessment, formulation of objectives, marketing strategies, the marketing recipe and strategic planning. Home department: SPORT SCIENCE				
282	8	Structure of Physical Activities	2L, 5P	A
Performance enhancement in various sport types and movement forms; team co-operation; social behaviour within the physical environment; teaching tips and incentives; learning of motor skills and development of fitness; knowledge of the role of a coach, official and referee. <i>Continuous assessment</i> <i>PP Sport Science 184 or</i> <i>PP Kinesiology 182</i> Home department: SPORT SCIENCE				

47527 MULTILINGUAL EDUCATION				
734	18	Multilingual education [BEdHons]		
The multilingual context in SA. Principles of multilingual education and international comparisons. Home department: CURRICULUM STUDIES				
764	18	Multilingual education [BEdHons]		
Multilingual teaching strategies and their influence on language proficiency Multilingual assessment <i>PP Multilingual Education 734</i> Home department: CURRICULUM STUDIES				

47525 MULTILINGUAL TEACHING [PGCE]				
774	12	Multilingual teaching in multilingual contexts		
Registration for this module is done after students have written placement tests for both Afrikaans Medium 172 and English Medium 172. If they obtain 65% or more in the placement tests, they may register for Multilingual Teaching 172(12) instead of Afrikaans Medium 172(6) and English Medium 172(6). The module focuses on multilingual teaching strategies, including code switching and translation. Awareness of the role of language in teaching is heightened. <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				

59161 NATURAL SCIENCES (ED)				
178	10	Natural Sciences (FP and ISP)	2L	T
Subject-didactics aspects: introduction to the Natural Sciences curriculum. Focus Area: Life and living things: introduction to biodiversity. Focus Area: Earth and space: introductory orientation. Focus Area: Matter and material. Focus Area: Energy and change. <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				
278	15	Natural Sciences (ISP)	3L	A
Perspectives on teaching Natural Sciences. Focus Area: Life and living things: classification and diversity of animals and plants. Focus Area: Earth and space. Focus Area: Matter and material. Focus Area: Energy and change. <i>Continuous assessment</i> <i>PP Natural Sciences (Ed) 178</i> Home department: CURRICULUM STUDIES				
378	20	Natural Sciences (ISP)	4L	A
Perspectives on teaching Natural Sciences. Focus area: Matter and materials. Focus area: Energy and change. Focus Area: Life and living things: human anatomy and physiology, health aspects. Focus Area: Earth and space. <i>Continuous assessment</i> <i>PP Natural Sciences (Ed) 278</i> Home department: CURRICULUM STUDIES				
478	20	Natural Sciences (ISP)	4L	A
Perspectives on Natural Sciences teaching. Focus area: Energy and change. Focus area: Matter and materials. Focus area: Life and living things: ecology, ecosystems and ecological interaction, plant anatomy and physiology. Focus area: Earth and space. <i>Continuous assessment</i> <i>PP Natural Sciences (Ed) 378</i> Home department: CURRICULUM STUDIES				

66117 OUTCOMES BASED ASSESSMENT [ACE]				
772	10	Education outcomes-based assessment		
Investigation of different methods of assessment and the preparation of assessment, as well as the assessment process and the evaluation of assessment. Home department: EDUCATION POLICY STUDIES				

61336 PERSPECTIVES ON AND PRINCIPLES OF LIFELONG LEARNING				
876	10	Perspectives [MPhil Education and Training for Lifelong Learning]		
Perspectives. Home department: CURRICULUM STUDIES				

49921 PERSPECTIVES ON EDUCATION [ACE]				
771	4	Perspectives on Education (Mathematical Sciences) (FET and Senior Phases)		
Educational Psychology Didactical perspectives Home department: CURRICULUM STUDIES				
772	4	Perspectives on Education (Mathematical Literacy)		
Educational Psychology Didactical perspectives Home department: CURRICULUM STUDIES				
781	4	Perspectives on Education (Mathematical Sciences) (FET and Senior Phases)		
Educational Psychology Didactical perspectives Home department: CURRICULUM STUDIES				
782	8	Perspectives on Education (Information Technology/ Life Sciences/ Computer Applications Technology)		
Educational Psychology Didactical perspectives Home department: CURRICULUM STUDIES				
783	8	Perspectives on Education (Physical Sciences)		
Educational Psychology Didactical perspectives Home department: CURRICULUM STUDIES				
784	4	Perspectives on Education (Mathematical Literacy)		
Educational Psychology Didactical perspectives Home department: CURRICULUM STUDIES				

59234 PERSPECTIVES ON EDUCATIONAL SYSTEMS

478	15	Perspectives on Educational Systems (ISP)	3L	A
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Classrooms in local, national and global contexts.
 School governance and management in a democratic context.
 Dealing with contemporary management challenges for teachers (e.g. discipline, change, community relationships, accountability, diversity, quality assurance).
 Taking initiative and responsibility for your own class.
 The educator and the law: the legal system (constitution, human rights and educational legislation), duty of care and crimes against children; selected legal topics (e.g. defamation, labour law).
 Home department: EDUCATION POLICY STUDIES

488	15	Putting education systems in perspective (FP)	3L	A
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Classrooms in local, national and global contexts.
 School governance and management in a democratic context.
 Dealing with contemporary management challenges for teachers (e.g. discipline, change, community relationships, accountability, diversity, quality assurance).
 Taking initiative and responsibility for your own class.
 The educator and the law: the legal system (constitution, human rights and educational legislation), duty of care and crimes against children; selected legal topics (e.g. defamation, labour law).
 Home department: EDUCATION POLICY STUDIES

61328 PERSPECTIVES IN HIGHER EDUCATION

876	10	Perspectives [MEd Higher Education]		
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Perspectives on higher education.
 Home department: CURRICULUM STUDIES

21865 PHILOSOPHY OF EDUCATION

278	20	Philosophy of Education (ISP)	2L, 1T	A
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The nature and role of Philosophy of Education, the development of a personal philosophy of education, the possibility and necessity of education, Education in historical perspective, typology of human beings: some anthropological traits, Educational criteria, aspects of democratic education, observation, the concept of democracy, rights and responsibilities in a democracy, democratic relations in education, democratic parenthood, the democratic classroom, gender discrimination in schools, values in Education, the important role of the school in establishing values, different approaches to establishing and developing values.
 Analytical inquiry.
 Non-instrumental justification of educational developments: honesty and sincerity, freedom and freedom of thought, clarity of meaning, non-arbitrariness, impartiality, a sense of relevance, consistency, respect for evidence and for people
 Democratic values and education: equality and freedom, plurality and difference, dialogism and solidarity, power.
 Research methodologies: positivist enquiry and quantification, interpretive inquiry and

qualitative educational policy research, critical investigation transcends the quantitative/qualitative dichotomy, deconstructive scrutiny.

Knowledge construction and education: modes of knowledge production, knowledge in the context of application, knowledge as transdisciplinary in nature, knowledge as heterogeneous and organisationally diverse, social accountability and reflexivity, quality control, implications of a shift to Mode 2 knowledge for reflexive praxis.

Democratic transformation of education: mutual cooperation and trust, increasing tolerance and greater equality, responsiveness.

The philosophical foundations of an educational community: interactionism as critical enquiry, recruitability, respect.

Home department: EDUCATION POLICY STUDIES

288	20	Philosophy of Education (FP)	2L, 1T	A
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The nature and role of Philosophy of Education, the development of a personal philosophy of education, the possibility and necessity of education, Education in historical perspective, typology of human beings: some anthropological traits, Educational criteria, aspects of democratic education, observation, the concept of democracy, rights and responsibilities in a democracy, democratic relations in education, democratic parenthood, the democratic classroom, gender discrimination in schools, values in Education, the important role of the school in establishing values, different approaches to establishing and developing values.

Analytical inquiry.

Non-instrumental justification of educational developments: honesty and sincerity, freedom and freedom of thought, clarity of meaning, non-arbitrariness, impartiality, a sense of relevance, consistency, respect for evidence and for people

Democratic values and education: equality and freedom, plurality and difference, dialogism and solidarity, power.

Research methodologies: positivist enquiry and quantification, interpretive inquiry and qualitative educational policy research, critical investigation transcends the quantitative/qualitative dichotomy, deconstructive scrutiny.

Knowledge construction and education: modes of knowledge production, knowledge in the context of application, knowledge as transdisciplinary in nature, knowledge as heterogeneous and organisationally diverse, social accountability and reflexivity, quality control, implications of a shift to Mode 2 knowledge for reflexive praxis.

Democratic transformation of education: mutual cooperation and trust, increasing tolerance and greater equality, responsiveness.

The philosophical foundations of an educational community: interactionism as critical enquiry, recruitability, respect.

Home department: EDUCATION POLICY STUDIES

734	18	Themes in the Philosophy of Education [BEdHons]		
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Philosophical tools in Education: empiricism and positivism, interpretive approaches such as phenomenology and pragmatism, critical theory, post-structuralism, feminism.

Contemporary Philosophical Theory and Educational Transformation: liberal equality and educational transformation, communitarianism and educational transformation, deliberative democracy and educational transformation, citizenship and educational transformation.

Home department: EDUCATION POLICY STUDIES

57142 PHILOSOPHY OF EDUCATION [PGCE]				
774	12	Themes in the Philosophy of Education		
<p>Critical thinking and philosophical research methodology, practical reasonableness, fairness and classroom practice, democratic education: rights and responsibilities, sensitivity to any form of discrimination, the democratic classroom, the complexity of inculcating values in schools in a democratic South Africa, the relationship between education and society, globalisation and education; market forces, consumer desires and identity, post-structuralism and colonialism, education and identity.</p> <p>Home department: EDUCATION POLICY STUDIES</p>				

61034 PHILOSOPHY OF EDUCATION LEADERSHIP AND POLICY				
873	30	Philosophy [MEd Education Policy Studies]		
<p>Philosophy of educational leadership.</p> <p>Home department: EDUCATION POLICY STUDIES</p>				

48410 PHYSICS (SEC ED) [ACE]				
772	25	Physics		
<p>Mechanics: Kinematics, dynamics, work and energy.</p> <p>Waves, sound and light: Transverse pulses in a string, transverse waves, longitudinal waves, 2D and 3D wave fronts, wave nature of matter, sound, physics of music, Doppler effect, colours, geometric optics.</p> <p>Thermodynamics: Ideal gasses and thermal properties.</p> <p>Home department: CURRICULUM STUDIES</p>				
782	23	Physics		
<p>Electricity and magnetism: Electrostatics, electrical circuits, magnetism, electromagnetism, electrodynamics, electromagnetic radiation, electronics.</p> <p>Matter and materials: Electronic properties of matter, atom nucleus, optic phenomena and properties of materials.</p> <p>Home department: CURRICULUM STUDIES</p>				

61859 PHYSICS AND CHEMISTRY EDUCATION (SCHOOL SUBJECT)				
871	50	Physics and Chemistry specialisation [MEd Curriculum Studies]		
<p>Physics and Chemistry Education.</p> <p>Home department: CURRICULUM STUDIES</p>				

12902 POSTGRADUATE SUPERVISION				
791	30	Postgraduate supervision in higher education contexts [PGDip (HE)(T&L)]		
<p>The focus of this module is on applied supervisory skills and practices oriented towards improving the supervisory capacity of academic staff. Investigating own practices critically and writing about them might also lead to the publication of innovative studies. In this module students will consider some important issues with regard to postgraduate supervision as a specialised area of teaching in higher-education institutions.</p> <p><i>Elective module</i></p> <p>Home department: CURRICULUM STUDIES</p>				

57053 PRACTICAL MUSIC STUDY [ACE]				
772	6	Practical		
<p><i>First year</i></p> <p>Keyboard, Orff, group singing.</p> <p>Home department: MUSIC</p>				
774	6	Practical		
<p><i>First year</i></p> <p>Keyboard, Orff, group singing.</p> <p>Home department: MUSIC</p>				
783	24	Practical		
<p><i>Second year</i></p> <p>Continuation of practical study: dance, drama, music.</p> <p>Home department: MUSIC</p>				

61344 PRACTICAL WORK PRESCRIBED BY THE HEALTH PROFESSIONS COUNCIL OF SA				
876	20	Practicum [MEdPsych (Educational Psychology)]		
<p>This module forms part of the MEdPsych programme and assumes certain skills in recording and interpretation of objective as well as projective psychometric instruments.</p> <ul style="list-style-type: none"> - Theme 1: Educational-psychological assessment - Theme 2: Educational-psychological support - Theme 3: Report writing and the management of learning - Theme 4: Personal and professional development <p>Home department: EDUCATIONAL PSYCHOLOGY</p>				

64831 PROFESSIONAL PRACTICE IN SPORT SCIENCE				
773	12	Professional Practice [BHons in Sport Science]		
<p>Theoretical foundation for practising in either high-performance sport or children's physical activities.</p>				

Models of professional practice, including assessment, programme design and methods of presentation.

The ethics of professional practice in Sport Science.

The challenge of responding to diversity in the contexts of sport and physical activity.

Continuous assessment

Home department: SPORT SCIENCE

61174 RESEARCH FOR EDUCATION POLICY STUDIES

875	10	Research [MEd Education Policy Studies]		
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Research.

Home department: EDUCATION POLICY STUDIES

12897 RESEARCH FOR ENHANCING TEACHING AND LEARNING

791	30	Research for enhancing teaching and learning in higher education [PGDip (HE)(T&L)]		
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The focus is on applied research which is oriented towards change, and which might lead to the publication of innovative studies. In this module students will consider some important issues with regard to research in relation to teaching and learning.

Core module

Home department: CURRICULUM STUDIES

61158 RESEARCH IN HIGHER EDUCATION

876	14	Research [MPhil Higher Education]		
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Research in higher education.

Home department: CURRICULUM STUDIES

61166 RESEARCH IN LIFELONG LEARNING

876	14	Research [MPhil Education and Training for Lifelong Learning]		
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Research in lifelong learning.

Home department: CURRICULUM STUDIES

61867 RESEARCH METHODS IN SPORTS SCIENCE

771	12	Research methods [BHons in Sport Science]		
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Research methods.

Home department: SPORT SCIENCE

51764 RESEARCH METHODOLOGY				
876	20	Research methodology [MEdPsych (Educational Psychology)]		
Research methodology. Home department: EDUCATIONAL PSYCHOLOGY				

54895 RESEARCH PROJECT				
773	20	Research project [BHons in Biokinetics]		
Project. Home department: SPORT SCIENCE				

61182 RESEARCH THESIS				
871	130	Research thesis [MEdPsych (Educational Psychology)]		
Thesis component. Home department: EDUCATIONAL PSYCHOLOGY				
873	120	Research thesis [MEd Education Policy Studies]		
Thesis component. Home department: EDUCATION POLICY STUDIES				
875	120	Research thesis [MEd Educational Support]		
Thesis component. Home department: EDUCATIONAL PSYCHOLOGY				
876	120	Research thesis [MPhil Higher Education and MPhil Education and Training for Lifelong Learning]		
Thesis component. Home department: CURRICULUM STUDIES				
879	120	Research thesis (MEd Curriculum Studies)		
<i>Research component:</i> A thesis or a research portfolio. Home department: Curriculum Studies				

12485 SCHOLARSHIP IN HIGHER EDUCATION				
876	16	Scholarship [MPhil Higher Education]		
Scholarship in higher education. Home department: CURRICULUM STUDIES				

12469 SCHOLARSHIP OF ENGAGEMENT IN HIGHER EDUCATION				
876	16	Community interaction [MPhil Higher Education]		
Community interaction Home department: CURRICULUM STUDIES				

12466 SCHOOL-BASED FINANCIAL FACILITIES AND ORGANISATIONAL MANAGEMENT [ACE]				
772	18	School-based financial facilities and organisation management		
Management of organisations, physical resources and finances. Home department: EDUCATION POLICY STUDIES				

66109 SCHOOL-BASED MENTORSHIP [ACE]				
772	10	School-based mentorship		
Mentorship as a valuable part of the school as a learning community. Profiles of personal and professional qualities of effective mentors. Home department: EDUCATION POLICY STUDIES				

66125 SCHOOL-BASED MODERATION AND ASSESSMENT [ACE]				
772	10	School-based moderation and assessment		
Comprehensive knowledge of school and departmental assessment as well as moderation policy. Home department: EDUCATION POLICY STUDIES				

66060 SCHOOL MANAGEMENT (COMPUTER LITERACY) [ACE]				
772	4	School Management (Computer Literacy)		
Demonstrate the ability to use computer skills in school management, leadership and governance, including computer skills in the school curriculum and computer skills in educational administration, management and leadership. Home department: EDUCATION POLICY STUDIES				

66052 SCHOOL MANAGEMENT (LANGUAGE SKILLS) [ACE]				
772	6	School management (Language skills)		
Choose an educational policy that is relevant to the needs of the students, e.g. admission, HIV/Aids, feeding schemes, school fees. Students will be expected to: - Read the policy, understand and interpret it; - Determine the impact of the policy on the school; - Make an analysis of the policy that reflects their own points of view and opinions;				

- Debate the different points of view in the class.

Home department: EDUCATION POLICY STUDIES

66087 SCHOOL MANAGEMENT (PORTFOLIO) [ACE]

772	10	School management (Portfolio)		
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Critical analysis and reflection on learning achievement and the development of a personal and organisation growth plan.

The portfolio as an assessment instrument (rationale, purpose, requirements, format, content, technical aspects).

Home department: EDUCATION POLICY STUDIES

65838 SCHOOL MANAGEMENT AND LEADERSHIP IN SA CONTEXT [ACE]

772	8	School Management and Leadership in the SA context		
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- Critical understanding of the reason why context is viewed as an important point of departure for gaining insight into school leadership and management.
- Study of the South African Constitution as well as values and practices in school culture and school policy and human rights.

Home department: EDUCATION POLICY STUDIES

12465 SCHOOL POLICY, GOVERNANCE AND DEVELOPMENT [ACE]

772	18	School policy, governance and development		
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Human resource management, professional leadership and managerial skills development, management of external environment.

Home department: EDUCATION POLICY STUDIES

12900 SERVICE-LEARNING IN COMMUNITY ENGAGEMENT

791	30	Service-learning and community engagement in higher education [PGDip (HE)(T&L)]		
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The module comprises the themes and subjects considered relevant towards developing best teaching practice in experiential learning pedagogies and in particular in service-learning. The four main themes covered are:

- Theoretical, conceptual and institutional policy perspectives on the development of service-learning in community engagement
- Collaborative practices in service-learning and community engagement
- Application of service-learning in curriculum design
- Research in service-learning and community engagement.

Elective module

Home department: CURRICULUM STUDIES

59188 SOCIAL SCIENCES (ED)				
178	10	Social Sciences (FP and ISP)	2L	T
<p><i>From a geography perspective:</i></p> <ul style="list-style-type: none"> - Diverse geographical themes, focusing on Stellenbosch/Western Cape (<i>'investigate the local environment'</i>). - The nature and contribution of Geography to the Social Sciences learning area. - Weather and climate, geomorphology, settlement geography, economic geography, environmental issues. - Use of investigative skills and geographical techniques in the construction of geographical knowledge and understanding. - Learning development and progression in the Social Sciences by Foundation Phase learners with particular attention to different literacies. <p><i>From a history perspective:</i></p> <ul style="list-style-type: none"> - The nature and contribution of History to the Social Sciences learning area. - Learning development and progression in the Social Sciences by Foundation Phase learners - Use of investigative skills and organising concepts in History - History teaching at this time: Work with sources and extended writing in history - Application of sourcing in the content focuses in History: Review of world history, early civilisations (Mesopotamia and Egypt), empires (Greek and Roman), Middle Ages, Renaissance and Reformation, rise of modern states, revolution and wars, colonialism and Africa. <p><i>Continuous assessment</i> Home department: CURRICULUM STUDIES</p>				
278	15	Social Sciences (Ed) (ISP)	3L	A
<p><i>From a geography perspective:</i></p> <ul style="list-style-type: none"> - Diverse geographical themes focusing on South Africa (<i>'investigate contrasting localities'</i>): Geomorphology and its impact on people and their activities; Climatology and the relationship with biomes, economic activities and settlements; Resources and the issue of sustainability; Tourism. - Continuity and progression in the Geography component of the Intermediate Phase. - Planning and reflection on Geography lessons in the Intermediate and Senior Phases. - Investigation and problem-based approaches to teaching and learning. - Use of a variety of sources (primary, secondary and tertiary). <p><i>From a history perspective:</i></p> <ul style="list-style-type: none"> - The function of History in the Social Sciences. - Planning of and reflection on History lessons in the Intermediate and Senior Phases. - Introduction to assessment in History. - History teaching at the present juncture: Working with sources and extended writing in History. - Application of sources within a specific content focuses in History: What is a revolution?; Why was the Industrial Revolution a revolution?; What was the effect of the Industrial Revolution on the world, including South Africa?; How did the American Revolution change the world?; How did the French Revolution change the world?; How did people react to these changes?; Did these revolutions have an effect on human rights? <p><i>Continuous assessment</i> <i>PP Social Sciences (Ed) 178</i> Home department: CURRICULUM STUDIES</p>				

378	20	Social Sciences (Ed) (ISP)	4L	A
<i>From a geography perspective:</i>				
<ul style="list-style-type: none"> - Diverse geographic themes with the focus on Africa (<i>'relationships with one other and with the rest of the world'</i>): Impact of climate and geomorphology on people and their activities; Development of concomitant issues; Transport from the colonial era to date; Geography of health and wellbeing; Provision of energy as an essential service. - Continuity and progression in the Geography component of the Senior Phase. - Assessment for and of learning in the Intermediate and Senior Phases (policy and practice). - Use of games and simulations as teaching strategies. - Remote sensing, internet and other databases of information sources. 				
<i>From a history perspective:</i>				
<ul style="list-style-type: none"> - Planning lessons for and reflecting on History lessons in the Intermediate and Senior Phases (continued). - Application of sound assessment principles in History. - History teaching at the present juncture: working with sources and extended writing in History (continued). - Use of sources in the content focuses of History: What caused the First World War?; What effect did the Peace Accord of Versailles have on the world?; What role did Nazi Germany play in Europe?; How did Nazi Germany's role in Europe lead to the outbreak of the Second World War?; How did the Holocaust in Nazi Germany result in the violation of human rights?; Why was there a Cold War after the end of the Second World War?; How did the Cold War affect the world, and especially South Africa? 				
<i>Continuous assessment</i>				
<i>PP Social Sciences (Ed) 278</i>				
Home department: CURRICULUM STUDIES				
478	20	Social Sciences (Ed) (ISP)	4L	A
<i>From a geography perspective:</i>				
<ul style="list-style-type: none"> - Diverse geographic themes with a world focus (<i>'interrelationships and the impact of global trends'</i>): Natural disasters and human responses; Tension between satisfaction of human needs and the destruction of the environment; spread of population, population density and population movement and resultant social conflicts. - Productive pedagogies: Quality Geography teaching, assessment and learning in the Senior Phase. - Fieldwork and educational outings as teaching strategies. - Advancing inclusivity: Teaching learners with different learning obstacles. - Use of technologies like geographic information systems (GIS) software and interactive white boards. 				
<i>From a history perspective:</i>				
<ul style="list-style-type: none"> - Development of learning programmes in History within the Social Sciences. - Application of sound assessment principles in History teaching (continued.) - Educational outings as a teaching strategy. - History teaching at the present juncture: Working with sources and extended writing in Geography (continued). - Use of sources in the content focuses of in History: How did segregation lead to the development of apartheid in South Africa?; How was apartheid systematically implemented?; How did the initially moderate resistance change into aggressive and intensified resistance to apartheid?; How was apartheid dismantled in order to create 				

a democratic system in South Africa?; How did apartheid lead to a blatant violation of human rights in South Africa?.

Continuous assessment

PP Social Sciences (Ed) 378

Home department: CURRICULUM STUDIES

61360 SOCIOLOGY OF EDUCATION POLICY

872	30	Sociology of Education Policy [Med Education Policy]		
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Further particulars are provided under the alphabetically-listed names of the subjects in the programme.

Home department: EDUCATION POLICY STUDIES

12472 SPECIALIZATION IN LANGUAGE AND LITERACY

764	18	Specialisation in language and literacy [HonsBEd]		
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Problematic general assumptions regarding remediation of reading and writing problems. Research-based approach to instruction that improves language and literacy learning in the classroom.

Intervention for groups and individuals to improve the language study of first and additional language learners' reading, writing and comprehension.

The use of assessment in instructional decision making.

PP Didactics (Subject Didactics of English) 734

Home department: CURRICULUM STUDIES

61387 SPORT FOR PERSONS WITH DISABILITIES

772	12	Sport for persons with disabilities [BHons in Sport Science]		
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Sport and physical activity for persons with disabilities.

Home department: SPORT SCIENCE

42935 SPORT PSYCHOLOGY

742	12	Sport Psychology [BHons in Sport Science]		
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Sport Psychology.

Home department: SPORT SCIENCE

54607 SPORT SCIENCE				
112	8	Applied Anatomy	2L, 1P	A
Anatomical and movement terminology; structure and function of the main tissue types of the human body, structure and function of the mobility unit of the human body and support systems. Home department: SPORT SCIENCE				
142	8	Sport Psychology	2L	A
Participation motivation; achievement motivation; personality and physical activity; anxiety and motor achievement; attention in sport; aggression in sport; team cohesiveness; spectators in sport; exercise psychology; exercise adherence; psychology of injuries; psychometrics. Home department: SPORT SCIENCE				
184	12	The sport experience	3L, 1P	A
Demonstration of, strategies for and insight into the enhancement of selected team sports and individual sports played by different cultural groups in Southern Africa. <i>Continuous assessment</i> Home department: SPORT SCIENCE				
222	8	Motor Learning	2L	A
Perceptual-motor development and behaviour; perceptual-motor learning taking the learning environment into consideration; the role of perception and decision-making in sport performance. Home department: SPORT SCIENCE				
232	8	Exercise Physiology	2L	A
Aerobic and anaerobic metabolism during exercise; acute cardiovascular, respiratory and muscle responses to endurance and resistance training; effect of strength and endurance training on physiological systems and the physiological mechanisms of training. For the programme BA (Sport Science): <i>P Physiology 114, 144</i> Home department: SPORT SCIENCE				
252	8	Sport Physiology	2L	A
Physiological factors that influence sport performance; physiological training principles and adaptations; training for special populations; nutrition and sport performance; training at altitude; legal and illegal ergogenic aids in sport. For the programme BA (Sport Science): <i>P Physiology 114, 144</i> Home department: SPORT SCIENCE				
262	8	Applied Biomechanics	2L, 1P	A
Kinematic and kinetic concepts for the analysis of human movement; the biomechanics of human upper and lower body limbs and spinal column; linear and angular kinematics and kinetics of human movement; equilibrium and human movement; human movement in a fluid medium; applications of biomechanical principles in qualitative analysis of sport skills and exercise. <i>P Kinesiology 112 or 162</i> Home department: SPORT SCIENCE				

312	6	Sports injuries	2L	A
Classification of injuries, causes of strain injuries, heat injuries, running injuries, strain injuries in cycling, dance injuries, muscular and tendon injuries. Home department: SPORT SCIENCE				
322	6	Peak performance	2L	A
Programme design using principles of classification and their application to elite sporting performance. Applied nutritional aspects in sport. Home department: SPORT SCIENCE				
332	6	Tests and measurement	2L	A
Principles of valid and reliable assessment of fitness and sporting performance by means of statistical techniques and general assessment strategies. Home department: SPORT SCIENCE				
342	6	Sports Psychology and Sociology	2L	A
Relationship between sport and social institutions; the sport credo; social values and sport; use of specific psychological skills to enhance sporting achievement; psychometrics. Home department: SPORT SCIENCE				
352	6	Sport ethics	2L	A
The philosophical context of physical activities; social and cultural trends relating to physical activities in South Africa; heterogeneous groups and physical activities; moral conduct in sport. Home department: SPORT SCIENCE				
362	6	Sport History	2L	A
The origin of physical activities leading to modern sport and recreation; course of sport in ancient times; origin of the modern types of sport; South Africa and the Olympic Games; South Africa's isolation from the sporting world; sport in Africa; philosophies that impinge on physical education. Home department: SPORT SCIENCE				
382	6	Professional Applications	2L, 2P	A
Application of education and programme design; skills training and fitness development; alternative approaches to learning in physical activities; educational and career opportunities. <i>Continuous assessment</i> Home department: SPORT SCIENCE				
392	6	Sports performance	4P	A
Familiarisation with motor and physiological research strategies; use of anatomical and biomechanical principles to analyse movement patterns and sporting abilities; the use of scientific principles; data collection. Home department: SPORT SCIENCE				
778	120	Sport Science [BHons in Sport Science]		
Further particulars are provided in the entries of the alphabetically-listed names of the subjects in the programme. Home department: SPORT SCIENCE				

878	180	Full thesis (100% thesis) [(M Sport Science)]		
Consult M in Sport Science programme and also Part I (General) of the University Calendar. Home department: SPORT SCIENCE				

61301 STAFF DEVELOPMENT IN HIGHER EDUCATION				
876	16	Staff development [MEd Higher Education]		
Staff development in higher education. Home department: CURRICULUM STUDIES				

48453 STATISTICAL METHODS (SEC ED) [ACE]				
772	10	Statistical Methods (Mathematical Sciences) (FET)		
Data handling and Theoretical probability (tree diagrams). Home department: CURRICULUM STUDIES				
773	10	Statistical Methods (Mathematical Literacy)		
Investigative statistics: Analysis and interpretation of data; Use of technology in statistics; Experimental and theoretical probability. Home department: CURRICULUM STUDIES				
774	10	Statistical Methods (Mathematical Sciences) (Senior)		
Experimental probability; Data handling. Home department: CURRICULUM STUDIES				
782	10	Statistical Methods (Mathematical Sciences) (FET)		
Data handling and Theoretical PROBABILITY (Venn diagrams). Home department: CURRICULUM STUDIES				
783	10	Statistical Methods (Mathematical Literacy)		
Measures of central tendency; Different representations of data; Sampling techniques; Theoretical probability; Use of technology in statistics and probability. Home department: CURRICULUM STUDIES				
784	10	Statistical Methods (Mathematical Sciences) (Senior)		
Theoretical probability; Data handling. Home department: CURRICULUM STUDIES				

61409 STATISTICS FOR SPORT SCIENCE AND EXERCISE SCIENCE				
772	12	Statistics [BHons in Sport Science]		
Statistics. Home department: SPORT SCIENCE				

61417 STUDENT LEARNING IN HIGHER EDUCATION				
876	10	Student learning [MPhil Higher Education]		
Student learning in higher education. Home department: CURRICULUM STUDIES				

61948 SUBJECT DIDACTICS OF ARTS AND CULTURE [ACE]				
771	12	Subject Didactics		
(First year) Listening to music, group singing, integration with visual arts, drama and dance. Home department: MUSIC				
773	12	Subject Didactics		
(First year) Rhythm and dance. Home department: MUSIC				
782	24	Subject Didactics		
(Second year) Curriculum Studies related to the implementation of the visual arts, drama, dance and music. Home department: MUSIC				

53309 SUBJECT DIDACTICS OF CHEMISTRY (SEC ED) [ACE]				
782	8	Subject Didactics (Chemistry)		
Methods in Chemistry and their didactic implications. Learners mastering the different contents of stoichiometry, electrochemistry and chemical equilibrium. Analysis of the curriculum content and instruction on difficult subjects. Lesson planning and presentation of practical work. Assessment in chemistry. Home department: CURRICULUM STUDIES				

61964 SUBJECT DIDACTICS OF COMPUTER APPLICATIONS TECHNOLOGY (SEC ED) [ACE]				
781	16	Subject didactics		
Home department: CURRICULUM STUDIES				

61921 SUBJECT DIDACTICS OF INFORMATION TECHNOLOGY [ACE]				
781	16	Subject Didactics (Information Technology)		
Home department: CURRICULUM STUDIES				

61956 SUBJECT DIDACTICS OF LIFE SCIENCES [ACE]				
772	8	Subject didactics		
Planning for successful teaching and learning; Classroom strategies and techniques; Scientific investigations; Assessment; Text handling strategies; Skills development; Scientific literacy; Computer literacy.				
Home department: CURRICULUM STUDIES				

782	8	Subject didactics		
Bloom's taxonomy; Data handling strategies; Multiple intelligences; Use of simulations; Skills development; Excursions; Lesson presentation.				
Home department: CURRICULUM STUDIES				

17043 SUBJECT DIDACTICS OF MATHEMATICS (SEC ED) [ACE]				
772	8	Subject didactics of Mathematics (Mathematical Literacy)		
Subject didactics of Mathematics.				
Home department: CURRICULUM STUDIES				
773	12	Subject didactics of Mathematics (Mathematical Sciences) (FET and Senior Phases)		
Subject didactics of Mathematics.				
Home department: CURRICULUM STUDIES				
782	8	Subject didactics of Mathematics (Mathematical Literacy)		
Subject didactics of Mathematics.				
Home department: CURRICULUM STUDIES				
783	16	Subject didactics of Mathematics (Mathematical Sciences) (FET and Senior Phases)		
Subject didactics of Mathematics.				
Home department: CURRICULUM STUDIES				

53295 SUBJECT DIDACTICS OF PHYSICS (SEC ED) [ACE]				
772	8	Subject didactics (Physics)		
Methods in Physics and their didactic implications. Learners mastering the different contents of mechanics, electricity and magnetism. Analysis of the curriculum content and instruction on difficult subjects. Lesson planning and presentation of practical work. Assessment in physics. Home department: CURRICULUM STUDIES				

12470 SUPPORT IN SCHOOL AND COMMUNITY				
744	18	Support in school and community [BEdHons]		
The school and community. Educational support programmes in the community: principles and phases. Empowerment: the dynamics and implications for educational programmes for the school and community. Home department: EDUCATIONAL PSYCHOLOGY				

61980 SUPPORT IN SCHOOL AND COMMUNITY CONTEXTS				
873	40	Development Programmes [MEd Educational Support]		
Unit 1: The learner in context Unit 2: Support for schools and teachers Unit 3: Support and education development programmes in the community Unit 4: Adult Basic Education (ABE) Home department: EDUCATIONAL PSYCHOLOGY				

45616 TEACHING AND LEARNING				
178	16	Practice (ISP and FP)	2L, 1P	T
An overview of practice-based experienced as a process of enablement for professional teacher training. Current problems in school teaching Observation and evaluation of lessons in different learning areas Information literacy. <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				
278	20	Practice (ISP)	2L, 2P	A
School practice teaching as an integral part of teacher training programmes. Institute practicum (lesson analysis): Presentation of lessons in different learning areas. Observation and evaluation. Sport Science: theoretical base and practical experience of typical movement education content for learners.				

Institute practicum (media education):
 Production of non-projection and audiovisual aids.
 Use of projection and audiovisual aids.
 Information literacy.
 School visits:
 Observation, preparation and presentation of lessons.
 Participation in the extracurricular activities of the school.
 Observation of and participation in general class and school administration.
 Attendance of staff and other development opportunities.
 Experience-centred outdoor education.

Continuous assessment

PP Teaching and Learning 178

Home department: CURRICULUM STUDIES

288	35	Practice Grade R (FP)	3L, 2P	A
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An overview of the place of Early Child Development in the syllabus.
 The preschool environment and all aspects of the grade R syllabus and the development of preschool children in context.
 Sport Science: theoretical base and practical experience of typical movement education content for pre-school learners.
 Institute practicum (lesson analysis):
 Presentation of lessons in different learning areas.
 Observation and evaluation.
 Institute practicum (media education)
 Production of non-projecting aids.
 Use of projection and audiovisual aids.
 Information literacy.
 School visits:
 Observation, preparation and presentation of lessons.
 Participation in the extracurricular activities of the school.
 Observation of and participation in general class and school administration.
 Attendance of staff and other development opportunities.
 Experience-centred outdoor education.

Continuous assessment

PP Teaching and Learning 178

Home department: CURRICULUM STUDIES

378	25	Practice (ISP)	2L, 2P	A
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Reflection on and in practice: overview of teaching as a process of professional development.
 Institute practicum (lesson analysis):
 Presentation of lessons in different learning areas.
 Observation and evaluation.
 Institute practicum (media education):
 Production of non-projecting aids.
 Information literacy.
 School visits:
 Observation, preparation and presentation of lessons.
 Participation in the extracurricular activities of the school.
 Observation of and participation in general class and school administration.
 Attendance of staff and other development opportunities.

Experience-centred outdoor education.			
<i>Continuous assessment</i>			
<i>PP Teaching and Learning 278</i>			
Home department: CURRICULUM STUDIES			
388	20	Practice Grades 1 - 3 (FP)	2L, 2P
<p>An overview of the Foundation Phase (grades 1-3) as a school phase for learners. The Foundation Phase curriculum as cross-curricular and integrated learning programmes.</p> <p>Work with programmes and bundled outcomes for different learning areas. Development and evaluation of learning-support materials for a variety of themes. Institute practicum (lesson analysis): Presentation of lessons in different learning areas. Observation and evaluation. Institute practicum (media education): Production of non-projecting aids. Information literacy.</p> <p><i>School visits:</i> Observation, preparation and presentation of lessons. Participation in the extracurricular activities of the school. Observation of and participation in general class and school administration. Attendance of staff and other development opportunities. Experience-centred outdoor education.</p> <p><i>Continuous assessment</i> <i>PP Teaching and Learning 288</i></p> <p>Home department: CURRICULUM STUDIES</p>			
478	40	Practice (ISP)	2L, 4P
<p>Broader issues that influence teaching and learning as educational processes. Understanding teaching as a social practice of life-long learning and continuous professional development.</p> <p><i>School visits:</i> Presentation of a variety of lessons. Full participation in the extracurricular activities of the school. Observation of and participation in general class and school administration. Attendance of staff meetings and other development opportunities. Aids module. Sport Science: development of professional skills. Planning, development of programme material, management, implementation and assessment of movement education programmes as required in the school environment. Micro-teaching programme: lesson design and lesson analysis.</p> <p><i>Continuous assessment</i> <i>PP Teaching and Learning 378</i></p> <p>Home department: CURRICULUM STUDIES</p>			

488	35	Practice Grades 1 - 3 (FP)	2L, 4P	A
<p>Broader issues that influence teaching and learning as educational processes. Understanding teaching as a social practice of life-long learning and continuous professional development.</p> <p><i>School visits:</i> Presentation of a variety of lessons. Full participation in the extracurricular activities of the school. Observation of and participation in general class and school administration. Attendance of staff meetings and other development opportunities. Aids module. Sport Science: development of professional skills. Planning, development of programme material, management, implementation and assessment of movement education programmes as required in the school environment. Micro-teaching programme: lesson design and lesson analysis.</p> <p><i>Continuous assessment</i> <i>PP Teaching and Learning 388</i> Home department: CURRICULUM STUDIES</p>				
775	26	Teaching and learning [PGCE]		
<p>An overview of practice-based knowledge as a process of enablement for professional teacher training. Institute practicum (Lesson analysis) A micro teaching programme that includes the following: lesson design, lesson implementation, lesson evaluation and lesson observation.</p> <p><i>School visit</i> Lesson planning and lesson presentation. The child's current experiential world at school. Observation of and participation in teaching activities, school activities and general classroom and school administration. Participation in the extracurricular activities of the school.</p> <p><i>Continuous assessment</i> Home department: CURRICULUM STUDIES</p>				
791	30	Teaching and learning in higher education [PGDip (HE)(T&L)]		
<p>The focus of this module is the theory and reflective practice of teaching in higher education:</p> <ul style="list-style-type: none"> - The higher education context: diversity and transformation - Student learning - Planning for learning - Classroom management and innovation - Implementing innovative learning-centred teaching - Reflective higher-education practice. <p><i>Core module</i> Home department: CURRICULUM STUDIES</p>				

47523 TEACHING CREATIVE IN WRITING				
734	18	Teaching creative in writing [BEdHons]		
Creativity and imagination The writing process Stylistic conventions Design and management of writing activities in the classroom Reading and writing Assessment of writing Publication and presentation of writing Home department: CURRICULUM STUDIES				
764	18	Teaching creative in writing [BEdHons]		
Qualitative research design and methodology Narrative research Ethnographic research Design research/classroom research <i>PP Teaching Creative in Writing 734</i> Home department: CURRICULUM STUDIES				

61247 TEACHING IN HIGHER EDUCATION				
876	14	Teaching [MPhil Higher Education]		
Teaching in higher education. Home department: CURRICULUM STUDIES				

59218 TECHNOLOGY (ED)				
278	10	Technology (ISP)	2L	A
Subject matter: graphic communication, structure, processing, systems and management. <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				
288	10	Technology (FP)	2L	A
Subject matter: graphic communication, structure, processing, systems and management. <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				

61425 TECHNOLOGY IN HIGHER EDUCATION				
876	16	Technology [MPhil Higher Education]		
Technology in higher education. Home department: CURRICULUM STUDIES				

12903 WORK AND LEARNING				
791	30	Work and learning [PGDip (HE)(T&L)]		
The module addresses: <ul style="list-style-type: none"> - Issues of learning as students cross boundaries between the university and the workplace in predominantly professional education fields - Issues of learning in the university for students at work (adult education and boundary-crossing issues). <i>Elective module</i> Home department: CURRICULUM STUDIES				

21687 XHOSA [BA, BED (GEN ED)]				
<i>Please note</i>				
1. The Xhosa 178 module provides the content for students who have not passed Xhosa or Zulu First Language in the matriculation or other equivalent examination (i.e. the 'non-mother-tongue' stream), while the Xhosa 188 module provides the content for those who have first-language communicative competence in Xhosa or Zulu.				
2. A system of continuous assessment is used in all Xhosa modules.				

21687 XHOSA				
178	24	Introduction to Xhosa language and Culture	3L, 1T	K
Classification of the African languages Language policy and language planning for the African languages; The communication skills of speaking, listening comprehension, reading and writing in socio-cultural contexts; Cultural perspectives and language-related cultural conventions relevant to basic communication in Xhosa; Introduction to the linguistics of Xhosa; Introduction to communication in authentic prescribed texts from the printed media (newspaper, magazine); Introduction to the literature of Xhosa.				
<i>Notes</i>				
1. Students who have passed Xhosa or Zulu First Language for the matriculation examination or an equivalent examination may not take Xhosa 178 for degree purposes but can take Xhosa 188.				
2. Students of Speech-Language and Hearing Therapy I and the Extended Degree Programme for Speech-Language and Hearing Therapy I are placed in either Xhosa 178 or Afrikaans Language Acquisition 178 or 188 according to a language proficiency test.				
3. No previous knowledge of Xhosa is required.				
Home department: AFRICAN LANGUAGES				
188	24	Introduction to Xhosa Language, Communication and Culture	3L, 1T	K
(Note that Xhosa 188 requires a first-language communicative proficiency in Xhosa or Zulu.) Classification of the African languages; Language planning and language policy for the African languages;				

Xhosa language and culture with regard to authentic spoken and written texts (e.g. printed media: newspaper, magazine) and visual media (television);
 Communication in Xhosa in a range of communication contexts;
 Xhosa literature: a choice of genres;
 Xhosa linguistics
 Home department: AFRICAN LANGUAGES

12477 XHOSA AS LANGUAGE OF LEARNING AND TEACHING				
278	5	Xhosa as language of teaching and learning (ISP)	1L, 1T	T
The effective use of Xhosa as communication tool and teaching medium. <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				
288	5	Xhosa as language of teaching and learning (FP)	1L, 1T	T
The effective use of Xhosa as communication tool and teaching medium. <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				

12461 XHOSA COMMUNICATION				
378	10	Xhosa Communication (ISP)	2L, 1T	T
This introductory module on communication in Xhosa is designed to enable students to begin and maintain a conversation, to ask for and provide information, to give explanations, instructions, directions, to formulate requests and respond to requests in the targeted language, with focus on situations at school, at home with family and in everyday conduct. Students are introduced to basic reading and writing skills regarding situations that are covered in the modules in order to help them learn Xhosa. Students are also introduced to various Xhosa cultural customs, varying from respect and decency, family relationships, salutations and enquiring after another's wellbeing to specific customs regarding gender. <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				
388	10	Xhosa Communication (FP)	2L, 1T	T
This introductory module on communication in Xhosa is designed to enable students to begin and maintain a conversation, to ask for and provide information, to give explanations, instructions, directions, to formulate requests and respond to requests in the targeted language, with focus on situations at school, at home with family and in everyday conduct. Students are introduced to basic reading and writing skills regarding situations that are covered in the modules in order to help them learn Xhosa. Students are also introduced to various Xhosa cultural customs, varying from respect and decency, family relationships, salutations and enquiring after another's wellbeing to specific customs regarding gender. <i>Continuous assessment</i> Home department: CURRICULUM STUDIES				

47515 XHOSA (ED)				
278	15	Xhosa (ISP)	2L, 1T	T
<p>Introduction to various language learning and teaching theories, approaches and their relevance within South African multilingual and multicultural classrooms. Teaching across proficiency levels: Xhosa mother tongue and additional language learning suitable for Senior and Intermediate Phase classrooms. Overview of OBE - principles, application and assessment suitable for Senior and Intermediate Phases. Extensive literary reviews. <i>Continuous assessment</i> PP Xhosa 178 or 188 Home department: CURRICULUM STUDIES</p>				
284	15	Xhosa (FP)	2L, 1T	T
<p>Introduction to various language learning and teaching theories, approaches and their relevance within South African multilingual and multicultural classrooms. Teaching across proficiency levels: Xhosa mother tongue and additional language learning suitable for the Foundation Phase classroom. Overview of OBE - principles, application and assessment suitable for the Foundation Phase. Extensive literary reviews. <i>Continuous assessment</i> PP Xhosa 178 or 188 Home department: CURRICULUM STUDIES</p>				
378	20	Xhosa (ISP)	3L, 1T	T
<p>The structure of Xhosa: learner language and insight into error analysis. Lesson planning and materials development relevant to level of language proficiency and context. OBE Xhosa language assessment: approaches, application and activities. Teaching in multilingual classrooms: overview and challenges. Extensive literary reviews. <i>Continuous assessment</i> PP Xhosa (Ed) 278 Home department: CURRICULUM STUDIES</p>				
384	15	Xhosa (FP)	2L, 1T	T
<p>The structure of Xhosa: learner language and insight into error analysis. Lesson planning and materials development relevant to level of language proficiency and context. OBE Xhosa language assessment: approaches, application and activities. Teaching in multilingual classrooms: overview and challenges. Extensive literary reviews. <i>Continuous assessment</i> PP Xhosa (Ed) 284 Home department: CURRICULUM STUDIES</p>				
478	20	Xhosa (ISP)	3L, 1T	T
<p>Development and application of an integrative language teaching programme focussing on speaking, listening, reading and writing skills for the Senior and/or Intermediate Phase</p>				

learner. Extensive literary reviews and research. <i>Continuous assessment</i> <i>PP Xhosa (Ed) 378</i> Home department: CURRICULUM STUDIES			
484	15	Xhosa (FP)	T
Development and application of an integrative language teaching programme focussing on the speaking, listening, reading and writing skills for the Foundation Phase learner. Extensive literary reviews and research. <i>Continuous assessment</i> <i>PP Xhosa (Ed) 384</i> Home department: CURRICULUM STUDIES			

48380 ZOOLOGY (SEC ED) [ACE]			
772	22	Zoology	
Cell sitology; Systematics; Origin of species and evolution; Comparative animal physiology; Histology and morphology; Cell respiration. Home department: CURRICULUM STUDIES			

Research and Service Bodies

CENTRE FOR HIGHER AND ADULT EDUCATION

The Centre for Higher and Adult Education in the Department of Curriculum Studies, which has been in existence since April 1997, functions as an independent centre providing professional research, development, training and consultation services to institutions and organisations in the field of higher and adult education. The services offered by the Centre are characterised by the quality of their design, planning, preparation, presentation and follow-up work. It thus contributes to continuing professional growth and development, lifelong learning of individuals, and the creation of learning organisations. The objectives of the Centre are:

- research and publication in the field of higher and adult education;
- continuing personal growth and development;
- building a collection of resources (books, magazines, videos and training material) in the field of higher and adult education;
- the design and implementation of scientific investigations, surveys and needs assessments;
- the design, testing, assessment and presentation of training materials and training programmes;
- contract research and developmental work for specific organisations;
- building a network of contracted specialists/co-workers as supervisors, mentors, trainers or researchers.

The Centre also offers two postgraduate programmes, the MPhil Higher Education and the MPhil Education and Training for Lifelong Learning. A dual-mode of presentation is used: contact tuition and structured self-study.

Enquiries:

The Director: Prof EM Bitzer

Centre for Higher and Adult Education

Department of Curriculum Studies

Faculty of Education

Stellenbosch University

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MATIELAND 7602

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CENTRE FOR EDUCATION LEADERSHIP AND MANAGEMENT AT THE UNIVERSITY OF STELLENBOSCH (CELEMUS)

This centre was opened in July 2007 and is housed in the Faculty of Education.

CELEMUS aims to contribute to development and management in education at school and post-school level as well as at district, provincial and national level. The Centre will also be involved internationally, particularly in Africa.

Through making the expertise of US academic staff members available in formal an informal programmes and research, CELEMUS will contribute to leadership and management in the interests of quality education. Working towards achieving this goal will be done with the aid of those involved in existing and proposed management and leadership programmes in the Faculty of Education

Enquiries:

The Director: Dr T van Louw
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THE ENVIRONMENTAL EDUCATION PROGRAMME (EEP)

EEP functions as a programme offered by the Department of Curriculum Studies and is funded via the WWF (SA) by a number of companies and private undertakings. The objectives of the project are:

- to develop new modules in environmental education for the various programmes being taught in the Faculty;
- to develop new modules in environmental education and to present them in other faculties on campus, such as Theology and Agrisciences;
- to undertake practice-centred developments and training projects in which the principles of environmental education apply, and which draws students from different programmes;
- to initiate and co-ordinate research and publications related to the development of resource material in environmental education;
- to form a national and international network aimed at strengthening the concept of environmental education.

Enquiries:

Programme leader: Prof CPS Reddy
Further information can be obtained from:
Tel.: (021) 808 2259 e-mail: cpsr@sun.ac.za

INFORMATION CENTRE FOR CHILDREN'S LITERATURE AND MEDIA (ISKEMUS)

This Centre, which is generally known as "ISKEMUS" (its Afrikaans acronym), was established in 1978. The objectives of the Centre are:

- to gather information on children's and young adult literature as well as related media;
- to compile lists of literature on different aspects of children's and young adult literature and related media, as well as lists of documents making provision for specific needs of children;
- to provide students and all interested members of the community with information related to children's and juvenile literature (for a fee);
- to address groups and convey information on children's and young adult literature and media;
- to promote the services of ISKEMUS by means of reports and articles in the media and in journals;
- to initiate contact and exchange information with similar centres in South Africa and abroad; and
- to build a collection of new children's books by means of complimentary copies from publishers.

Enquiries:

ISKEMUS

Media Centre

Faculty of Education

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MATIELAND 7602

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**INSTITUTE FOR MATHEMATICS AND SCIENCE TEACHING
(IMSTUS)**

The Institute for Mathematics and Science Teaching (IMSTUS) began in July 1977 with a commission to provide in-service training to under-qualified Physical Sciences, Biology and Mathematics teachers employed by the Cape Education Department. One-year and two-year certificate courses in Botany, Chemistry, Physics, Zoology and Mathematics and the corresponding subject didactics were presented annually to selected teachers in the Cape Education area from 1978. This was done partly through contact sessions and partly through interactive telematic education. The aim of this in-service training was to brush up on and update the teachers' knowledge of the subjects and skills as well as to further develop their teaching proficiency. This work was expanded between 1983 and 1992 with the FITMAST project (Formal In-service Training of Mathematics and Science Teachers). Stellenbosch University and the University of the Western Cape presented similar in-service training via IMSTUS and the Gold Fields Resource Centre to Mathematics and Science Teachers employed by the then House of Representatives. As a result of changed circumstances and needs, this cooperation with the former education departments ended at the end of 1992. From 1995 to 2003 IMSTUS operated in conjunction with the Division of Academic Development Programmes. Since 2004, IMSTUS has been part of the Department of Curriculum Studies. IMSTUS is particularly concerned with in-service training and offering support to teachers in communities with backlogs. This involves the following:

1. The Advanced Certificate of Education in the Natural Sciences, with specialisations in Life Sciences, Physical Sciences and Mathematical Sciences as well as Information Technology. The programme is presented by the Faculty of Education, with IMSTUS responsible for the management, marketing and coordination. The programme is presented over two years and offers serving teachers the opportunity to become equipped with subject knowledge and didactic competences through a combination of contact and interactive telematic education. Teachers receive an accredited Advanced Certificate of Education on completion of the programme. In 2004 a new specialisation in Mathematical Literacy was incorporated into the ACE programme. This equips teachers to teach the new compulsory subject, Mathematical Literacy, in the Further Education and Training Phase (FET).
2. IMSTUS undertakes various projects to effect educational enrichment and renewal in (mainly) formerly disadvantaged schools. These projects are financed with the aid of grants and donations from the private sector and contracts with the Department of Education. The improvement of subject knowledge and teaching competences of teachers and the promotion of a teaching and learning culture in schools is one of the most important aims of the projects.
 - 2.1 IMSTUS offers support mainly in the form of workshops outside of school hours and visits to classrooms. The aim is to implement the National Curriculum Statement and to link the learning process to the everyday world of the learner. The facilitators, who visit schools regularly, offer advice to the teachers and support them in establishing a new classroom culture. They also monitor this process.

- 2.2 IMSTUS enjoys the privilege of working in conjunction with Fontys University in the Netherlands to develop new Mathematics learning material. While context-rich learning modules are made available to learners, their teachers are given intensive support and guidance. The activities in the classroom as well as the development of the learners are carefully monitored.
3. The SciMathUS Post-matric Programme is presented to students from formerly disadvantaged schools who have obtained their National Senior Certificates and have the necessary potential to be successful at university, but as a result of inadequate schooling education do not meet the admission criteria for university programmes. The programme extends over one year and focuses on Mathematics and Physical Sciences or Accounting. Intensive instruction in these subjects enables the majority of these students to perform far better. They are also given support in Language, Thinking and Communication Skills, Computer Literacy and Statistics.
 4. Research on the effectiveness of school interventions in Mathematics and Science is undertaken on an ongoing basis.

IMSTUS believes that the services provided to Mathematics and Science teachers hold advantages for learners from all communities in South Africa.

Enquiries:

The Director: Dr JH Smit

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PRACTICUM UNIT OF THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

The Practicum Unit of the Department of Educational Psychology offers a professional service to the broader community and schools. Psychological services (assessment and therapeutic inputs) are offered to clients by senior students as part of their practicum training. These students are closely supervised by registered psychologists who strive to promote quality training that would lead to service excellence.

Enquiries:

Tel.: (021) 808 2229 Fax: (021) 808 3932 E-mail: pracunit_edpsych@sun.ac.za

RESEARCH UNIT FOR MATHEMATICS EDUCATION (RUMEUS)

The Research Unit for Mathematics Education (RUMEUS) is a research centre within the Department of Curriculum Studies. The Unit was created in 1983 as one of a number of research bodies in social sciences at South African universities and it was given long-term support by the Foundation for Science Development. The research programme of the Unit focuses on the in-depth description and analysis of learners' mathematical thinking and concepts, and on the development of such thinking and concepts, with a view to instituting research-based curriculum design in schools. All research at the Unit is based on a constructivist perspective on knowledge and learning. Since the Unit's creation, research has been done on learners' arithmetical and algebraic thinking and concepts, and research results have already been substantially incorporated in the Mathematics curriculum for the primary school phases in South Africa. The Unit has gained international recognition, not only for its research into the development of learners' concepts of division, but also for its research on innovative classroom practices. This latter work was done in conjunction with the National Centre for Research in Mathematics Education at the University of Madison, Wisconsin. Since the inception of the Unit, a large number of postgraduate students in Mathematics Didactics have carried out their research as part of research projects within the Unit.

Enquiries:

The Director

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