

2022

# Education

Academic programmes  
and faculty information

Calendar, Part 6



**Accuracy, liability and changes**

- Stellenbosch University has taken reasonable care to ensure that the information provided in the Calendar parts is as accurate and complete as possible.
- Take note, however, that the University's Council and Senate accept no liability for any incorrect information in the Calendar parts.
- The University reserves the right to change the Calendar parts at any time when necessary.

Please note that the information in this Calendar part, and also in the other Calendar parts, is subject to change, as and when necessary, for as long as uncertainty regarding the Covid-19 situation persists.

**The division of the Calendar**

- The Calendar is divided into 13 parts.
- Part 1, 2 and 3 of the Calendar contain general information applicable to all students. Make sure that you understand all provisions in Part 1 (General) of the Calendar that are applicable to you.
- Part 4 to 13 of the Calendar are the Faculty Calendar parts.

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

**Availability of the Calendar parts**

- The electronic versions of the Calendar parts are available at [www.sun.ac.za/Calendar](http://www.sun.ac.za/Calendar).
- Parts 1 to 12 are available in both English and Afrikaans. Military Science (Part 13) is only available in English.



# Table of Contents

<b>How to use this Calendar Part .....</b>	<b>1</b>
1.1 Prospective undergraduate students .....	1
1.2 Prospective postgraduate students .....	1
1.3 Registered undergraduate students .....	1
1.4 Registered postgraduate students .....	2
<b>General Information .....</b>	<b>3</b>
<b>1. Introduction to the Faculty of Education .....</b>	<b>3</b>
1.1 Vision .....	3
1.2 Mission and objectives .....	3
<b>2. Structure of the Faculty .....</b>	<b>3</b>
<b>3. Degree, diploma and certificate programmes offered in the Faculty .....</b>	<b>4</b>
3.1 Degree programmes .....	4
3.2 Certificate programme .....	4
3.3 Diploma programmes .....	4
<b>4. Accreditation of programmes .....</b>	<b>4</b>
<b>5. The Faculty's contact details .....</b>	<b>5</b>
5.1 Contact details for the Faculty .....	5
5.2 Postal addresses to use .....	5
5.3 Faculty webpage .....	5
<b>6. How to communicate with the University .....</b>	<b>5</b>
6.1 Using your student number .....	5
6.2 The University's contact details .....	5
6.3 Postal addresses for the University .....	5
6.4 University webpage .....	5
<b>7. Language at the University .....</b>	<b>5</b>
<b>8. Regulations of the Faculty of Education get precedence .....</b>	<b>6</b>
<b>9. Module Requirements (Prerequisite pass, prerequisite and corequisite modules) .....</b>	<b>6</b>
<b>10. Rules for Dean's Concession Examinations (DCEs) .....</b>	<b>6</b>
<b>Undergraduate Programmes .....</b>	<b>7</b>
<b>1. Undergraduate enrolment management .....</b>	<b>7</b>
<b>2. Schematic summary of undergraduate programmes .....</b>	<b>8</b>
<b>3. BEd (Education) programmes (old and new) .....</b>	<b>8</b>
3.1 Admission requirements, selection criteria and other information applicable to all BEd programmes (old and new) .....	9
3.2 Programme content for new BEd programmes offered as of 2018 .....	12
3.2.1 BEd (Foundation Phase Education) .....	12
3.2.2 BEd (Intermediate Phase Education) .....	13
3.3 Programme content for BEd students who enrolled up until 2017 (old BEd programmes) .....	16
3.3.1 BEd (General Education) (Foundation Phase) .....	16
3.3.2 BEd (General Education) (Intermediate and Senior Phase) .....	18
<b>4. Advanced Diploma in Education (ADE) programmes .....</b>	<b>19</b>
4.1 Admission requirements and other information applicable to all ADE programmes .....	20
4.2 Programme content for the different ADE streams .....	21
4.2.1 ADE in Intermediate Phase (IP) Mathematics Teaching .....	21
4.2.2 ADE in Senior Phase (SP) Mathematics Teaching .....	21
4.2.3 ADE in Senior Phase (SP) Natural Sciences Teaching .....	21
4.2.4 ADE in Further Education and Training (FET) Life Sciences Teaching .....	22
4.2.5 ADE in Further Education and Training (FET) Mathematics Teaching .....	22
4.2.6 ADE in Further Education and Training (FET) Physical Science Teaching .....	22
4.2.7 ADE in Mathematical Literacy Teaching .....	23

<b>Postgraduate Programmes .....</b>	<b>24</b>
<b>1. Summary of postgraduate programmes .....</b>	<b>24</b>
<b>2. Postgraduate certificate and diploma programmes .....</b>	<b>24</b>
2.1 Postgraduate Certificate in Education (PGCE) .....	24
2.1.1 Admission requirements, practical school visits and other information .....	25
2.1.2 Programme content for the PGCE programme .....	26
2.1.2.1 Teaching modules: Provisions and prerequisite pass requirements .....	27
2.2 Postgraduate Diploma in Higher Education in Teaching and Learning – PGDip (Higher Education) (Teaching and Learning) .....	30
<b>3. Honours degree programmes .....</b>	<b>31</b>
3.1 BEdHons .....	31
3.1.1 Admission requirements and information applicable to all BEdHons programmes .....	31
3.1.2 BEdHons programmes .....	33
3.1.2.1 BEdHons (Curriculum Inquiry) .....	33
3.1.2.2 BEdHons (Educational Support) .....	35
3.1.2.3 BEdHons (Education Development and Democracy) .....	36
3.1.2.4 BEdHons (Foundation Phase Education) .....	36
3.1.2.5 BEdHons (Language Education) .....	38
<b>4. Master’s programmes .....</b>	<b>39</b>
4.1 MEd .....	39
4.1.1 Admission requirements, selection and other information for all MEd-programmes .....	39
4.1.2 MEd (Research) .....	40
4.1.2.1 MEd (Education Policy Studies) (Full Thesis) .....	40
4.1.3 MEd (Structured) .....	41
4.1.3.1 MEd (Curriculum Studies) (Structured) .....	41
4.1.3.2 MEd (Educational Support) (Structured) .....	42
4.1.3.3 MEd (Psych) (Structured) .....	43
4.2 MPhil .....	44
4.2.1 MPhil (Higher Education) (Structured) [last intake in 2020] .....	44
4.2.2 MPhil (Education and Training for Lifelong Learning) (Structured) [last intake in 2020] .....	46
4.2.3 MPhil (Higher Education Studies) (Structured) [first intake in 2021] .....	47
4.2.4 MPhil (Lifelong Learning) [first intake in 2021] .....	48
4.2.5 MPhil (Research) .....	49
<b>5. Doctoral programmes .....</b>	<b>49</b>
5.1 DEd .....	49
5.2 PhD .....	50
<b>Subjects, Modules and Module Content .....</b>	<b>52</b>
1. Definitions and explanations of important terms .....	52
2. Method of assessment .....	53
3. Prerequisite pass, prerequisite and corequisite modules .....	53
4. Undergraduate and postgraduate subjects, modules and module contents .....	53
<b>Research and Service Bodies .....</b>	<b>124</b>
1. Centre for Higher and Adult Education .....	124
2. The Environmental Education Programme (EEP) .....	124
3. Information Centre for Children’s Literature and Media (ISKEMUS) .....	125
4. Practicum Unit of the Department of Educational Psychology .....	125
5. Research Unit for Mathematics Education (RUMEUS) .....	125
6. Stellenbosch University Centre for Pedagogy (SUNCEP) .....	126
<b>Alphabetical List of Undergraduate and Postgraduate Subjects and Modules .....</b>	<b>127</b>

## How to use this Calendar Part

This section gives you guidelines for finding particular information in the different chapters in this Calendar part. Consult the table of contents for the page numbers of the chapters referred to below.

### 1. Where to find information

#### 1.1 Prospective undergraduate students

- General Information chapter contains information about:
  - The Faculty’s vision and mission, as well as the Faculty structure
  - Communication with the Faculty and the University, which includes an explanation of the concept “student number” as well as relevant contact details where you can refer important enquiries to;
  - The University’s Language Policy and Plan and how it is applied by the Faculty; and
  - The degree programmes that you can enrol for and the qualifications that you can obtain as well as important examination provisions that are applicable to programmes and modules.
- Undergraduate Programmes chapter contains information about:
  - The minimum admission requirements for the various study programmes;
  - The Faculty’s undergraduate study programmes;
  - The subjects and modules that must be taken per academic year for the different study programmes, with choices where applicable; and
  - School visits as a pass requirement.
- Subjects, Modules and Module Content chapter contains:
  - An explanation of subjects as opposed to modules;
  - An explanation of the different digits used for the numbering of modules in the Undergraduate Programmes chapter;
  - Definitions of the language specifications of modules; and
  - Definitions of prerequisite pass, prerequisite and corequisite modules.
- Alphabetical list of undergraduate subjects and postgraduate programmes is available in the back of this Calendar part.

#### 1.2 Prospective postgraduate students

- General Information chapter contains information about:
  - The Faculty’s vision and mission, as well as the Faculty structure
  - Communication with the Faculty and the University, which includes an explanation of the concept “student number” as well as relevant contact details where you can refer important enquiries to;
  - Language at the University; and
  - Programmes offered by the Faculty.
- Postgraduate Programmes chapter contains information about:
  - The Faculty’s postgraduate study programmes;
  - The minimum admission requirements for the various study programmes;
  - Specific closing dates for applications, and other relevant information, for example selection for admission;
  - The content of postgraduate programmes with subjects and modules that must be taken for the different study programmes, with choices where applicable;
  - Practicals, school visits and internships, where applicable.
- Subjects, Modules and Module Content chapter contains:
  - An explanation of the digits and abbreviations used in the module descriptions.
- Alphabetical list of undergraduate subjects and postgraduate programmes is available in the back of this Calendar part.

#### 1.3 Registered undergraduate students

- General Information chapter contains information about:
  - Communication with the Faculty and the University with relevant contact details where you can refer important enquiries to;
  - Language at the University; and
  - The granting of Dean’s Concession Examinations to final-year students.
- Undergraduate Programmes chapter contains information about:
  - The Faculty’s undergraduate study programmes;
  - The subjects and modules that must be taken per academic year for the different study programmes, with choices where applicable; and
  - School visits.

- Subjects, Modules and Module Content chapter contains:
  - An explanation of subjects as opposed to modules;
  - An explanation of the different digits used for the numbering of modules in the Undergraduate Programmes chapter;
  - The abbreviations and definitions used for the teaching loads of individual modules;
  - An indication at each module of what its teaching load is;
  - Definitions of prerequisite pass, prerequisite and corequisite modules, as well as an indication at each module which of the requisites apply to it, if any; and
  - How individual modules are assessed, especially where a module is subject to flexible assessment.
- Alphabetical list of undergraduate subjects and postgraduate programmes is available in the back of this Calendar part.

#### **1.4 Registered postgraduate students**

- General Information chapter contains information about:
  - Communication with the Faculty and the University with relevant contact details.
- Postgraduate Programmes chapter contains information about:
  - The Faculty's postgraduate study programmes;
  - The subjects and modules that must be taken per academic year for the different study programmes, with choices where applicable;
  - Assessment and examination, including the resubmission of PhD dissertations; and
  - Practicals, school visits and internships, where applicable.
- Alphabetical list of undergraduate subjects and postgraduate programmes is available in the back of this Calendar part.

# General Information

## 1. Introduction to the Faculty of Education

Education has a central place in all progressive societies. The main duty of educators is to help see to it 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 benefit communities and individuals alike.

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

The Faculty pursues academic and professional excellence and strives towards relevant service, while keeping in close touch with employer bodies and the organised teaching profession.

### 1.1 Vision

The Faculty's vision is:

- to take a leading role in the creation of quality educational opportunities for lifelong learning, through its research, its teaching and its other services; and
- in so doing, to help meet the differentiated educational needs of the broader community.

Studies in Education should give students opportunities to acquire knowledge, insight and skills with which to contribute to both individual and social development, in a changing education environment.

### 1.2 Mission and objectives

In the context of its vision, the Faculty's mission is the following:

The Faculty of Education is an academic institution which:

- delivers teaching, research and relevant service in keeping with University policy, while 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;
- 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 following academic objectives:

- To maintain the highest academic and professional standards in the spheres of teaching, research and the delivery of relevant service by
  - continuously initiating and sustaining relevant research into present and future teaching, education and related needs;
  - expanding undergraduate and postgraduate studies to advance teaching as a field of knowledge, as well as its professionalisation;
  - pursue appropriate professional development programmes for teachers, community service and academic support programmes, thereby contributing to the national initiative for the restructuring and development of teaching and training opportunities for the Southern African community as a whole.
- To ensure optimal accessibility of the Faculty's training and facilities to all who qualify.
- To establish and develop cooperation:
  - with professional and other organisations (nationally and internationally) to ensure suitable training and research and mutual meeting of needs;
  - within the University itself as well as with other tertiary training bodies and relevant organisations to among other things avoid undesirable duplication of training, research and service delivery.
- To foster conduct that accords with the ethics of teaching as a profession.

## 2. Structure of the Faculty

The Faculty of Education is made up of four departments and one institute:

- **Department of Curriculum Studies**  
This includes the Research Unit for Mathematics Education (RUMEUS), the Centre for Higher and Adult Education, and the Environmental Education Programme (EEP).
- **Department of Education Policy Studies**  
The focus areas Philosophy of Education, Sociology of Education and Education Management fall under this department.
- **Department of Educational Psychology**  
This includes the Practicum Unit of the Department of Educational Psychology.



- **Stellenbosch University Centre for Pedagogy (SUNCEP)**

The undergraduate offering aimed at professional teacher education consists of a combination of programmes taught by the four departments. The postgraduate and further education programmes may be specialised or interdisciplinary. The table below shows how the programmes are spread across the four departments and SUNCEP.

Curriculum Studies	Educational Psychology	Education Policy Studies	SUNCEP
<b>UNDERGRADUATE</b>			
BEd (Gen Ed)	BEd (Gen Ed)	BEd (Gen Ed)	ADE
BEd (FP Ed)	BEd (FP Ed)	BEd (FP Ed)	
BEd (IP Ed)	BEd (IP Ed)	BEd (IP Ed)	
<b>POSTGRADUATE and ADVANCED</b>			
PGCE	PGCE	PGCE	
PGDip (HE) (T&L)			
BEdHons (Foundation Phase Education, Curriculum Inquiry and Language Education)	BEdHons (Educational Support)	BEdHons (Education Development and Democracy)	
MEd/MPhil	MEd/ MEd (Psych)	MEd	
DEd/PhD	DEd/PhD	DEd/PhD	

See “Degree, diploma and certificate programmes offered in the Faculty” below for a list of all the programmes offered in the Faculty.

### 3. Degree, diploma and certificate programmes offered in the Faculty

As an aspiring teacher you have a choice between the undergraduate BEd (Foundation Phase Education) or (Intermediate Phase Education) programme and the Postgraduate Certificate in Education (PGCE) (if you already have a three-year degree). If you are already a qualified teacher and wish to improve your professional qualifications, the Faculty offers an Advanced Diploma in Education (ADE) and the following postgraduate programmes: BEdHons, MEd, MPhil, PhD in different fields, and DEd.

*Please note:*

- The Advanced Diploma in Education (ADE) replaces the former Advanced Certificate in Education (ACE) for students who enrol from 2017 onwards.

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

#### 3.1 Degree programmes

- BEd (Foundation Phase Education), (Intermediate Phase Education) and (General Education) (Level 7)
- BEdHons (Level 8)
- MEd (Level 9)
- MEd (Psych) (Level 9)
- MPhil (Level 9)
- DEd (Level 10)
- PhD (Level 10)

#### 3.2 Certificate programme

- PGCE (Postgraduate Certificate in Education) (Level 7)

#### 3.3 Diploma programmes

- PGDip (Postgraduate Diploma in Higher Education Teaching and Learning) (Level 8)
- ADE (Advanced Diploma in Education) (Level 7)

### 4. Accreditation of programmes

All programmes in the Faculty of Education are fully accredited by the Council on Higher Education. The programmes offered by the Department of Educational Psychology are also accredited by the Professional Board for Psychology of the Health Professions Council of South Africa (HPCSA).

The new BEd, PGCE, Advanced Diploma in Education (ADE) and BEdHons programmes were developed to keep up with changes and developments in the field of education. These programmes have now been approved and accredited by the Department of Higher Education and Training and the Board for Higher Education and will be implemented from 2017 onwards.

## 5. The Faculty's contact details

### 5.1 Contact details for the Faculty

Contact the Faculty directly at these numbers:

	Telephone number	Fax number	E-mail address
The Dean: Faculty of Education	021 808 2258		madiba@sun.ac.za
Vice-Dean (Research)	021 808 2122		cvdwalt@sun.ac.za
Vice-Dean (Teaching)	021 808 2122		This information is not available at present.
Faculty Administrator	021 808 9111		eel@sun.ac.za
Department of Curriculum Studies	021 808 2300	021 808 2295	lva@sun.ac.za
Department of Education Policy Studies	021 808 2419	021 808 2283	salex@sun.ac.za
Department of Educational Psychology	021 808 2308	021 808 2021	cfortuin@sun.ac.za
SUNCEP (Stellenbosch University Centre for Pedagogy)	021 808 2573		mfestus@sun.ac.za

### 5.2 Postal addresses to use

- Send correspondence with the Faculty to the following address:

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

### 5.3 Faculty webpage

- [www.sun.ac.za/education](http://www.sun.ac.za/education)

## 6. How to communicate with the University

### 6.1 Using your student number

- The University allocates a student number to you when you apply to study at the University.
- The student number is your unique identification to simplify future communication with the University.
- Use your student number every time you communicate with the University.

### 6.2 The University's contact details

- Telephone: 021 808 9111
- Fax: 021 808 3822
- E-mail: [info@sun.ac.za](mailto:info@sun.ac.za)

### 6.3 Postal addresses for the University

- Correspondence on academic matters, for instance. study-related matters, bursaries and loans, or placement in a residence, can 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, can be directed to:  
The Chief Operating Officer  
Stellenbosch University  
Private Bag X1  
MATIELAND  
7602

### 6.4 University webpage

- [www.sun.ac.za](http://www.sun.ac.za)

## 7. Language at the University

Stellenbosch University (SU) is committed to engagement with knowledge in a diverse society and through the Language Policy aims to increase equitable access to SU for all students and staff. Multilingualism is promoted as an important differentiating characteristic of SU. Afrikaans, English and isiXhosa are used in academic, administrative, professional and social contexts. Pedagogically sound teaching and learning are facilitated by means of Afrikaans and English.

More information concerning language at SU is available on the website [www.sun.ac.za/language](http://www.sun.ac.za/language).

## **8. Regulations of the Faculty of Education get precedence**

The general regulations in Part 1 of the University Calendar also apply to the Faculty of Education. The particular requirements of each programme in the Faculty of Education are set out in each chapter below and get precedence over the general provisions in Part 1. Let's say for instance that the general pass requirement for an honours programme is 50% but the Faculty's requirement is 60%, then the Faculty's requirement will apply.

## **9. Module Requirements (Prerequisite pass, prerequisite and corequisite modules)**

You must be quite clear about the concepts "prerequisite pass" (PP), "prerequisite" (P) and "corequisite" (C) and how they apply to specific modules. You can find the requirements for individual modules in the chapter "Subjects, Modules and Module Content".

## **10. Rules for Dean's Concession Examinations (DCEs)**

- 10.1 A final-year student who, when he has taken all the examinations and when all final marks are available, is no more than two modules with a combined credit value of no more than 36 credits in arrears for his degree may – subject to the provisions of paragraph 10.2 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.
- 10.2 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.
- 10.3 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.
- 10.4 The students referred to in paragraph 10.3 above must be identified by the Faculty Administrator, 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 Administrator 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.
- 10.5 DCEs in modules subject to flexible assessment must be taken at the same time as referred to in paragraph 10.3 above, subject to the procedures laid down in paragraph 10.4 above.
- 10.6 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.
- 10.7 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.

# Undergraduate Programmes

## 1. Undergraduate enrolment management

The number of available places at the University is limited and the University also strategically and purposefully manages enrolments. For this reason, there will be undergraduate applicants who meet the minimum requirements of a particular programme but who will not be admitted.

You can find out more about the selection procedure and admission requirements for a particular undergraduate programme below, as well as at [www.maties.com](http://www.maties.com) and on the Faculty's website at [www.sun.ac.za/education](http://www.sun.ac.za/education).

### 1.1 The National Benchmark Test

The National Benchmark Test (NBT) can be written countrywide at various centres and must be completed before 31 July. Consult the NBT website ([www.nbt.ac.za](http://www.nbt.ac.za)) or the SU website ([www.maties.com](http://www.maties.com)) for more information about this.

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

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

*Please note: The office of the Registrar will contact BEd applicants who have to write the NBT examinations.*

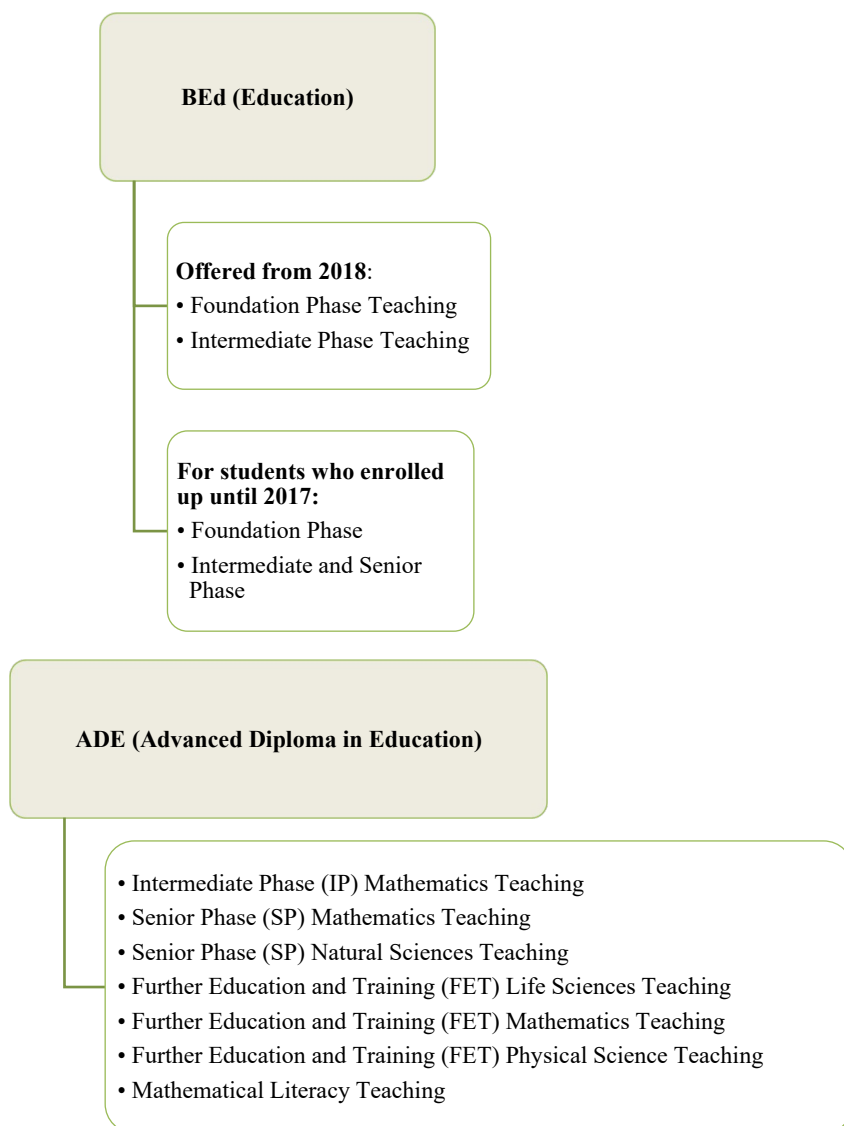
### 1.2 Selection

Details on selection procedures and admission requirements for undergraduate programmes are available below, as well as at [www.maties.com](http://www.maties.com) and on the Faculty's website at [www.sun.ac.za/education](http://www.sun.ac.za/education).

All undergraduate programmes in the Faculty are selection programmes.

## 2. Schematic summary of undergraduate programmes

The Faculty offers the following bachelor's programmes. Take note that a new BEd programme will be phased in in 2018, while the old BEd programme will be phased out. The information for both programmes still appears in this Calendar part.



## 3. BEd (Education) programmes (old and new)

The Faculty has developed new BEd (General Education) programmes, which have been approved and accredited by the Department of Higher Education and Training. These new programmes are being phased in for first years as of 2018. If you are a current student busy with your first to fourth year of the previous BEd (General Education) programmes, you must continue with your current (old) programme. If you are a current student in one of the old programmes who registered for the first time in 2017, the following applies to you: If you fail one or more modules, you will be allowed one additional year to complete those modules. This opportunity to finish the current (old) programme will be available up to, and including, the academic year of 2021.

The information below applies to all programmes, except where a clear distinction is made between the old and the new programme.

*Please take note* that not all of the module codes for the new programmes were available in time for printing. The unavailable codes are therefore indicated with superscript  $x^x$  after the year of study; for example,  $4^{xx}$ .

### *Aim of the programme*

The main aim of the BEd (General Education) programme is to train beginner educators for the General Education and Training Phase (GET). The option you choose in your application or when you register enables you to specialise in the Foundation Phase or the Intermediate Phase (new BEd programme) or the Foundation Phase or the Intermediate and Senior Phases (old BEd programme only).

### 3.1 Admission requirements, selection criteria and other information applicable to all BEd programmes (old and new)

#### Admission requirements

The minimum admission requirements appear in the table below. **Please note that this is a selection programme and that you will not necessarily be selected, even though you may fulfil the admission requirements.** The selection criteria appear further down.

General requirements		
<ul style="list-style-type: none"> <li>The National Senior Certificate (NSC) or the school-leaving certificate of the Independent Examination Board (IEB) with an average of at least 60%.</li> <li>Four university admission subjects, each passed at least with a Code 4.</li> </ul>		
Language requirements		
<i>For students who completed the NSC or IEB exams</i>		
<ul style="list-style-type: none"> <li>You must have passed at least <b>two</b> of the three languages Afrikaans, English and isiXhosa at Grade 12 level, as follows: <ul style="list-style-type: none"> <li>at least <b>one</b> as a Home Language, Code 5</li> <li>at least <b>one</b> as either a Home Language or a First Additional Language, Code 4.</li> </ul> </li> </ul>		
<i>For other students</i>		
<ul style="list-style-type: none"> <li>If you passed only one of the three languages Afrikaans, English or isiXhosa at Grade 12 level (or an international level equivalent to Grade 12), the following applies: <ul style="list-style-type: none"> <li>You must have passed that language at Home Language or First Additional Language level (or the equivalent) with at least 60%.</li> <li>You must write the AQL national benchmark test and obtain at least 60% for the language component of the test.</li> </ul> </li> </ul>		
Mathematics requirements		
You must have obtained <b>one of the following</b> :	Mathematics	Code 3
	Mathematical Literacy	Code 5
<ul style="list-style-type: none"> <li>Students who wrote their final examination before 2008 must have passed Mathematics (SG) at least at Grade 12 level.</li> </ul>		
Requirements for teaching subjects in the programme BEd (Intermediate Phase Education)		
<ul style="list-style-type: none"> <li>In the first year of the BEd (Intermediate Phase Education), you must follow at least two elective modules as possible teaching subjects. The following admission requirements apply to these subjects.</li> </ul>		
Social Sciences	<ul style="list-style-type: none"> <li>You must have passed at least <b>one</b> of the following subjects at a Grade 12 level with a minimum of 50% (Code 4): <ul style="list-style-type: none"> <li>History</li> <li>Geography</li> </ul> </li> </ul>	
Natural Sciences	<ul style="list-style-type: none"> <li>You must have passed at least <b>one</b> of the following subjects at a Grade 12 level with a minimum of 50% (Code 4) <ul style="list-style-type: none"> <li>Life Sciences</li> <li>Physical Sciences</li> </ul> </li> </ul>	
Life Skills	<ul style="list-style-type: none"> <li>No prerequisites apply.</li> </ul>	

#### Selection criteria

Since 2011 students must be selected for admission to the BEd programmes. This means there are only a limited number of positions available in the programme for first-year students. **Only academic merit counts in the selection process. This means that you will not necessarily be selected, even though you may fulfil the minimum admission requirements.**

The selection criteria are as follows:

- For candidates still at school, academic performance counts.
- For students who are currently enrolled at SU or another university, both school performance and current performance are considered.

In accordance with the University's diversity policy, provision is made for admission of candidates from the underrepresented groups. All applicants must still meet SU's general admission requirements as well as the Faculty's admission requirements for the BEd programme.

#### Special requirements for obtaining the BEd degree

##### School visits

Practice teaching is part of the Teaching and Learning modules (old programme) and the Practical Learning modules (new programme). These **practical** module/s are prerequisite pass requirements to be able to advance to the next year of study. Over the four years you must generate 120 credits from the Teaching and Learning/Practical Learning modules.

*Students who are insufficiently prepared for school practice visits*

**The Dean may refuse to allow students who are insufficiently prepared for it to participate in the school practice teaching of the Practical Learning/Teaching and Learning module.**

The following applies in such a case:

- There must be clear evidence that you are insufficiently prepared to participate in school practice teaching. Clear details of the requirements for effective preparation will be provided in writing at the beginning of each year.
- The Dean's decision must be made in consultation with the relevant departmental chairperson and programme coordinator.
- You will have to repeat the relevant module for Teaching and Learning in the ensuing year.
- This will effectively extend your studies by one year (or more).

**Take note:** Passing the previous year's teaching modules are **prerequisites for Practical Learning 277/279, 377/379 and 477/479 in the new programme.** For Foundation Phase students, this means that you must pass both your languages, Mathematics and Grade R Theory and Practice of the previous year to register for Practical Learning. For Intermediate Phase students, this means that you must pass both your languages and your two teaching subjects of the previous year to register for Practical Learning.

*School visits as part of the Teaching and Learning/Practical Learning modules*

The table below explains the school visits in greater detail.

Year of study	Time of year	Stream and module	Where and which grade	Type of practice teaching
<b>First</b>	during the course of the year	Teaching and Learning 178 / Practical Learning 177 / 179	at the Faculty	observation, micro teaching and peer teaching
<b>Second</b>	two weeks at start of school year (start with teachers at school)	<i>Foundation Phase</i> , Teaching and Learning 288 / Practical Learning 279	at a dedicated partner school, Grade R	compulsory observation and micro teaching
		<i>Intermediate Phase / Intermediate and Senior Phases</i> , Teaching and Learning 278 / Practical Learning 277	at a school of your choice, any Grade 4-6 (or Gr. 7-9 in old programme Senior Phase)	
	first semester	<i>Foundation Phase</i> , Teaching and Learning 288 / Practical Learning 279	at a dedicated partner school, Grade R	observation and microteaching
		<i>Intermediate Phase / Intermediate and Senior Phases</i> , Teaching and Learning 278 / Practical Learning 277	at the Faculty and at a school conveniently situated for you	
third school term (WCED school term)	<i>All phases</i> , Teaching and Learning 278/288 Practical Learning 277/279	at a school near your home or a suitable school of own choice in the following grades: <ul style="list-style-type: none"> <li>• Teaching and Learning 288/ Practical Learning 279: Gr. R</li> <li>• Teaching and Learning 278: Gr. 4-6</li> <li>• Practical Learning 277: Gr. 4-7</li> </ul>	work integrated learning at a school	
<b>Third</b>	two weeks at start of school year (start with teachers at school)	<i>Foundation Phase</i> , Teaching and Learning 388 / Practical Learning 379	school of own choice, Grade 1-3	compulsory observation at a school
		<i>Intermediate Phase / Intermediate and Senior Phases</i> , Teaching and Learning 378 / Practical Learning 377	at a school of your choice, any Grade 4-6 (or Gr. 7- 9 in old programme Senior Phase)	
	selected days in the first semester	<i>Foundation Phase</i> , Teaching and Learning 388 / Practical Learning 379	at partner schools (arranged by the Faculty)	work integrated learning at a school
		<i>Intermediate Phase / Intermediate and Senior Phases</i> , Teaching and Learning 378 /	at the Faculty	compulsory microteaching presentation and

Year of study	Time of year	Stream and module	Where and which grade	Type of practice teaching
		Practical Learning 377		observation in the Faculty
	third school term (WCED school term)	<i>All phases,</i> Teaching and Learning 378/388 Practical Learning 377/379	school near your home home in the following grades: <ul style="list-style-type: none"> <li>Teaching and Learning 388/ Practical Learning 379: Gr. 1-3</li> <li>Teaching and Learning 378: Gr. 4-6</li> <li>Practical Learning 377: Gr. 4-7</li> </ul>	work integrated learning at a school
<b>Fourth</b>	first semester	<i>All phases,</i> Teaching and Learning 478/488 Practical Learning 477/479	at the Faculty	Career-oriented preparation
	third school term (WCED school term)		at a school in Stellenbosch or in the vicinity so that lecturers can visit	work integrated learning at a school

### Multilingual requirements

To obtain the degree, you must meet the multilingual requirements of the provincial language policy and the policy of mother tongue-based multilingualism in Western Cape schools. This means taking and passing at least three languages as follows:

- 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%).

### *Application procedure and closing date*

Apply online at [www.maties.com](http://www.maties.com) and indicate BEd as your first choice of field of study.

When you apply for admission, you must specify the field you wish to specialise in. For the new BEd programme, you may choose between the **Intermediate Phase (IP)** and the **Foundation Phase (FP)**. (For the old programme it was the Foundation Phase (FP) and the Intermediate and Senior Phases (ISP).)

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

Applications close on **30 June**. The selection process will start soon afterwards.

### *Duration of programme*

Four years full time.

### *Requirements for students who want to be admitted to the BEdHons (Educational Psychology) programme later*

If you want to apply for the BEdHons (Educational Psychology) after your BEd degree, you must have done Psychology I, II and III or equivalent modules approved by the Department of Educational Psychology.

According to the schedules of the faculties in question it is, unfortunately, not possible for you to fit Psychology into the BEd programme. As an exception to the rule you will be allowed to take Psychology as an extra subject at Unisa at the same time as your BEd studies, or at Stellenbosch University after you have finished your BEd degree.

### *Enquiries*

Programme coordinators:

BEd (Foundation Phase Education): Dr Z Barends

Tel: 021 808 3930 E-mail: [zbarends@sun.ac.za](mailto:zbarends@sun.ac.za)

BEd (Intermediate Phase Education): Mr J Ruiters

Tel: 021 808 3018 E-mail: [johnr@sun.ac.za](mailto:johnr@sun.ac.za)

Website for more detailed information: [www.sun.ac.za/education](http://www.sun.ac.za/education)



### 3.2 Programme content for new BEd programmes offered as of 2018

The following information is for students who enrol for the BEd (Education) programmes as of 2018.

You can find the description of the modules listed below in the chapter “Subjects, Modules and Module Content”. If you need help finding a certain module, see the alphabetical list in the back of this Calendar part.

#### 3.2.1 BEd (Foundation Phase Education)

##### First year (120 credits)

###### Compulsory modules

Practical Learning	179(30)
Becoming a Teacher	124(15) (if you are enrolling for the first time in 2021)
Becoming a Teacher	114 (10) (if you are repeating; the last enrolment is in 2021)
ICTs for Learning	179(10)
Introduction to Language Education	124(5)
Life Skills	179(15)
Mathematics (Ed)	179(15)

###### Compulsory language modules

Choose **two** of the languages below as language teaching subjects. Note the following:

- Taking language modules is compulsory in all four years of the programme.
- The two languages you choose in your first year are the two languages you must choose up until your fourth year.

Afrikaans Huistaal (Ond)	179(15) <i>or</i>
Afrikaans Eerste Addisionele taal (Ond)	179(15)
English (Home Language) (Ed)	179(15) <i>or</i>
English (First Additional Language) (Ed)	179(15)
IsiXhosa (Home Language) (Ed)	179(15) <i>or</i>
IsiXhosa (First Additional Language) (Ed)	179(15)

##### Second year (140 credits)

###### Compulsory Modules

Practical Learning	279(30)
Development and Learning	224(10)
Grade R Theory and Practice	279(15)
Literacies for understanding Life Skills	279(15)
Language Education: Core Module	224(5)
Life Skills: Music	279(10)
Life Skills: Visual Art	279(10)
Mathematics (Ed)	279(15)

###### Compulsory language modules

Choose the same **two** languages as in your first year.

*Please note:* The different levels, Home Language and First Additional or Additional Language, may be accommodated in the same class, with differentiated activities.

Afrikaans Huistaal (Ond)	279(15) <i>or</i>
Afrikaans Eerste Addisionele Taal (Ond)	279(15)
English (Home Language) (Ed)	279(15) <i>or</i>
English (First Additional Language) (Ed)	279(15)
IsiXhosa (Home Language) (Ed)	279(15) <i>or</i>
IsiXhosa (First Additional Language) (Ed)	279(15)

##### Third year (120 credits)

###### Compulsory modules

Practical Learning	379(30) (practical)
Mathematics (Ed)	379(15)
Education Policy and Management	379(10) (if you are repeating; the last enrolment is in 2021)
Education Policy and Management	389(15) (if you are enrolling for the first time in 2021)
Sociology of Education	379(10)
Life Skills Dance and Drama	379(10)
Language Education: Core Module	324(5)

*Compulsory language modules*

You must offer **two** of the languages below as language teaching subjects. Note the following:

- You must continue with the same languages as in your first and second year.
- You must take these two languages up until your fourth year.
- One language must be offered at Home Language level. The other language can be offered at First Additional Language level (Afrikaans or English) or Additional Language level (IsiXhosa).

*Please note:* The different levels, Home Language and First Additional Language, may be accommodated in the same class, with differentiated activities.

Afrikaans Huistaal (Ond)	379(15) <i>or</i>
Afrikaans Eerste Addisionele Taal (Ond)	379(15)
English (Home Language) (Ed)	379(15) <i>or</i>
English (First Additional Language) (Ed)	379(15)
IsiXhosa (Home Language) (Ed)	379(15) <i>or</i>
IsiXhosa (First Additional Language) (Ed)	379(15)

*Compulsory communicative language modules*

Choose **one** of the following communicative language modules. The communicative language module must be a third language and not one of the two you have been taking since your first year. In other words:

- If you are taking English and Afrikaans as language teaching subjects, you must take IsiXhosa Communication.
- If you are taking English and IsiXhosa as language teaching subjects, you must take Afrikaans Kommunikasie.

This is to ensure that all BEd-students can communicate in at least three South African languages. A basic English communicative ability is taken for granted. Therefore, if you are taking Afrikaans and IsiXhosa as your language teaching subjects, you are exempted from the communicative language module.

Afrikaans Kommunikasie	379(5) <i>or</i>
IsiXhosa Communication	379(5)

**Fourth year (120 credits)***Compulsory modules*

Practical Learning	479(30) (practical)
Addressing Diverse Learning Needs	414(10)
Language of Learning and Teaching (LoLT) & Academic Development	479(10)
Life Skills: Physical Education	479(15)
Mathematics (Ed)	479(15)
Philosophy of Education	479(10)

*Compulsory language modules*

You must offer **two** of the languages below as language teaching subjects. Note the following:

- You must continue with the same languages as in the previous years.
- You must take these two languages up until your fourth year.
- You must continue with one language at Home Language level. The other language can be offered at First Additional Language level (Afrikaans, English or IsiXhosa).
- For all three languages, you must choose the relevant module as indicated below. The different levels (Home Language and First Additional Language) may be accommodated in the same class, with differentiated activities.

Afrikaans Huistaal (Ond)	479(15) <i>or</i>
Afrikaans Eerste Addisionele Taal (Ond)	479(15)
English (Home Language) (Ed)	479(15) <i>or</i>
English (First Additional Language) (Ed)	479(15)
IsiXhosa (Home Language) (Ed)	479(15) <i>or</i>
IsiXhosa (First Additional Language) (Ed)	479(15)

**3.2.2 BEd (Intermediate Phase Education)****First year (120 credits)***Compulsory modules*

Practical Learning	177(30)
Introduction to Language Education	124(5)
Becoming a Teacher	114(10)
Mathematics Education	177(15)

*Compulsory language modules*

Choose **two** of the languages below as language teaching subjects.

Note the following:

- Taking language modules is compulsory in all four years of the programme.
- The two languages you choose in your first year are the two languages you must take up until your fourth year.

Afrikaans Huistaal (Ond)	177(15) <i>or</i>
Afrikaans Eerste Addisionele taal (Ond)	177(15)
English (Home Language) (Ed)	177(15) <i>or</i>
English (First Additional Language) (Ed)	177(15)
IsiXhosa (Home Language) (Ed)	177(15) <i>or</i>
IsiXhosa (First Additional Language) (Ed)	177(15)

*Elective modules*

Choose **two** from the following:

*Take note:* You have to continue with the two subjects you specialise in until your fourth year.

Life Skills	177(15)
Natural Sciences (Ed)	177(15)
Social Sciences (Ed)	177(15)

**Second year (125 credits)***Compulsory modules*

Practical Learning	277(30) (practical)
Curriculum Theory	277(10)
ICTs for Learning	277(10)
Development and Learning	224(10)
Language Education: Core Module	224(5)

*Compulsory language modules*

You must offer **two** of the languages below as language teaching subjects. Note the following:

- You must continue with the same languages as in your first year.
- You must take these two languages up until your fourth year.
- One language must be offered at Home Language level. The other language can be offered at First Additional Language level (Afrikaans or English) or Additional Language level (IsiXhosa).

*Please note:* The different levels, Home Language and First Additional or Additional Language, may be accommodated in the same class, with differentiated activities.

Afrikaans Eerste Addisionele Taal (Ond)	277(15) <i>or</i>
Afrikaans Huistaal (Ond)	277(15)
English (Home Language) (Ed)	277(15) <i>or</i>
English (First Additional Language) (Ed)	277(15)
IsiXhosa (Home Language) (Ed)	277(15) <i>or</i>
IsiXhosa (First Additional Language) (Ed)	277(15)

*Elective modules*

Choose **two** of the following modules. Note the following:

- You must continue with the subjects chosen in the first year.
- If you take Life Skills, you must take both the module for Music **and** the module for Visual Art.

Life Skills: Music	277(10) <i>and</i>
Life Skills: Visual Art	277(10)
Mathematics (Ed)	277(15)
Natural Sciences (Ed)	277(15)
Social Sciences (Ed)	277(15)

**Third year (125 credits)***Compulsory modules*

Practical Learning	377(30) (practical)
Education Policy and Management	377(10)
Educational Evaluation and Research	377(5)
Language Education: Core Module	324(5)
Sociology of Education	377(10)

*Compulsory language modules*

You must offer **two** of the languages below as language teaching subjects. Note the following:

- You must continue with the same languages as in your first and second year.
- You must take these two languages up until your fourth year.
- One language must be offered at Home Language level. The other language can be offered at First Additional Language level (Afrikaans or IsiXhosa).

*Please note:* The different levels, Home Language and First Additional or Additional Language, may be accommodated in the same class, with differentiated activities.

Afrikaans Huistaal (Ond)	377(15) <i>or</i>
Afrikaans Eerste Addisionele Taal (Ond)	377(15)
English (Home Language) (Ed)	377(15) <i>or</i>
English (First Additional Language) (Ed)	377(15)
IsiXhosa (Home Language) (Ed)	377(15) <i>or</i>
IsiXhosa (First Additional Language) (Ed)	377(15)

*Compulsory communicative language modules*

Choose **one** of the following communicative language modules. The communicative language module must be a third language and not one of the two you have been taking since your first year. In other words:

- If you are taking English and Afrikaans as language teaching subjects, you must take IsiXhosa Communication.
- If you are taking English and IsiXhosa as language teaching subjects, you must take Afrikaans Kommunikasie.

This is to ensure that all BEd students can communicate in at least three South African languages. A basic English communicative ability is taken for granted. Therefore, if you are taking Afrikaans and IsiXhosa as your language teaching subjects, you are exempted from the communicative language module.

Afrikaans Kommunikasie	377(5) <i>or</i>
IsiXhosa Communication	377(5)

*Elective modules*

Choose **two** from the following:

*Take note:* You have to continue with the subjects you took in the previous two years.

Life Skills Dance and Drama	377(10)
Mathematics (Ed)	377(15)
Natural Sciences (Ed)	377(15)
Social Sciences (Ed)	377(15)

**Fourth year (120 credits)***Compulsory modules*

Practical Learning	477(30) (practical)
Addressing Diverse Learning Needs	414(10)
Language of Learning and Teaching (LoLT) & Academic Development	477(10)
Philosophy of Education	477(10)

*Compulsory language modules*

- You must offer **two** of the languages below as language teaching subjects. Note the following:
- You must continue with the same languages as in your first, second and third year.
- You must take these two languages up until your fourth year.
- One language must be offered at Home Language level. The other language can be offered at First Additional Language level (Afrikaans or IsiXhosa).

*Please note:* The different levels, Home Language and First Additional or Additional Language, may be accommodated in the same class, with differentiated activities.

Afrikaans Huistaal (Ond)	477(15) <i>or</i>
Afrikaans Eerste Addisionele Taal (Ond)	477(15)
English (Home Language) (Ed)	477(15) <i>or</i>
English (First Additional Language) (Ed)	477(15)
IsiXhosa (Home Language) (Ed)	477(15) <i>or</i>
IsiXhosa (First Additional Language) (Ed)	477(15)

*Elective modules*

Choose **two** from the following:

*Take note:* You have to continue with the subjects you took in the previous three years.

Life Skills: Physical Education	477(15)
Mathematics (Ed)	477(15)
Natural Sciences (Ed)	477(15)
Social Sciences (Ed)	477(15)

### 3.3 Programme content for BEd students who enrolled up until 2017 (old BEd programmes)

The following information is meant for students who are currently completing their first to fourth year of the old BEd programme.

You can find the description of the modules listed below in the chapter “Subjects, Modules and Module Content”. If you need help finding a certain module, see the alphabetical list in the back of this Calendar part.

#### 3.3.1 BEd (General Education) (Foundation Phase)

##### First year (121 or 130 credits)

###### *Compulsory language modules*

- Taking language modules is compulsory.
- You must choose **two** of the following language teaching subjects.
- This language choice remains the same for all four years of the programme.

Afrikaans Huistaal (Ond)	179 (15) <i>or</i>
Afrikaans Eerste Addisionele taal (Ond)	179 (15)
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)

###### *Other compulsory modules*

The modules in this list are compulsory.

If you have already passed Information Skills or any other Stellenbosch University module that includes MS Word, Excel, PowerPoint and Internet, you need not register for Information Skills 172(6), **on condition that** the module you have already passed bears at least 6 credits.

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

Taking language modules is compulsory. You must make a choice in both a) and b) below.

a) Take the same two languages as in your first year.

Afrikaans (Ond)	284(15)
English (Ed)	284(15)
South African Sign Language: Language and Literacy Education	284(15)
IsiXhosa (Ed)	284(15)

b) Choose **two** of the following language modules. Your choice must correspond with the languages you choose in a) above. In other words:

- If you choose Afrikaans (Ond) 284, you must choose Afrikaans as Taal van Onderrig en Leer 288(5).
- If you choose English (Ed) 284, you must choose English as Language of Learning and Teaching 288(5).
- If you choose Xhosa (Ed) 284, you must choose Xhosa as Language of Learning and Teaching 288(5).

Afrikaans as Taal van Onderrig en Leer	288(5)
English as Language of Learning and Teaching	288(5)
South African Sign Language: Language of Learning and Teaching	288(5)
Xhosa as Language of Learning and Teaching	288(5)

#### *Other compulsory modules*

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

### **Third year (130 credits)**

#### *Compulsory language modules*

Taking language modules is compulsory. You must make a choice in both a) and b) below.

a) Take the same two languages as in your first and second year.

Afrikaans (Ond)	384(15)
English (Ed)	384(15)
South African Sign Language: Language and Literacy Education	384(15)
IsiXhosa (Ed)	384(15)

b) You must choose a basic communication module in the language you did not choose in your first year. For example:

- If you take English (Ed) and Afrikaans (Ond), you must now take Xhosa Communication 388.

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

#### *Other compulsory modules*

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 multicultural) 388(5) (Environment and the curriculum)
Mathematics (Ed)	384(15)
Teaching and Learning	388(20) (Practice Grade 1-3)

### **Fourth year (130 credits)**

#### *Compulsory language modules*

For the fourth year, choose the same two languages teaching subjects as in the previous three academic years.

Afrikaans (Ond)	484(15)
English (Ed)	484(15)
South African Sign Language: Language and Literacy Education	484(15)
IsiXhosa (Ed)	484(15)

#### *Other compulsory modules*

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)

### 3.3.2 BEd (General Education) (Intermediate and Senior Phase)

#### First year (121 or 130 credits)

##### Compulsory language modules

Choose **two** of the language teaching subjects below. Note the following:

- Choosing language teaching subjects is compulsory in the first and second years of the programme.
- In the third and fourth year, you can choose whether or not you want to specialise in language teaching.
- The two languages you choose in your first year must also be taken in your second year. If you want to specialise in language teaching, you must take the same two languages again in your third and fourth year.

Afrikaans Huistaal (Ond)	177 (15) <i>or</i>
Afrikaans Eerste Addisionele Taal (Ond)	177 (15)
English Studies	178(24)
Xhosa	178(24) (Introduction to Xhosa Language and Culture) (non-first-language speakers) <i>or</i> 188(24) (Introduction to Xhosa Language and Culture) (first-language speakers)

##### Other compulsory modules

The modules in this list are compulsory.

However, please note the following about Information Skills:

- If you have already passed Information Skills or any other Stellenbosch University module that includes MS Word, Excel, PowerPoint and Internet, you need not register for Information Skills 172(6), **on condition that** the module you have already passed bears at least 6 credits.

Curriculum Studies	144(10)
Economic and Management Sciences (Ed)	178(10)
Educational Psychology	124(10) (Development and learning)
Information Skills	172(6)
Mathematics (Ed)	178(10)
Natural Sciences (Ed)	178(10)
Social Sciences (Ed)	178(10)
Teaching and Learning	178(16) (Practice)

#### Second year (130 credits)

##### Language modules

Taking language modules is compulsory. You must make a choice in both a) and b) below.

a) Take the same two languages as in your first year.

Afrikaans (Ond)	278(15)
English (Ed)	278(15)
Xhosa (Ed)	278(15)

b) Choose **two** of the following language modules. Your choice must correspond with the languages you choose in a) above. In other words:

- If you choose Afrikaans (Ond) 278, you must choose Afrikaans as Taal van Onderrig en Leer 278(5).
- If you choose English (Ed) 278, you must choose English as Language of Learning and Teaching 278(5).
- If you choose Xhosa (Ed) 278, you must choose Xhosa as Language of Learning and Teaching 278(5).

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)

##### Other compulsory modules

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 the following:

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

### Third year (130 credits)

#### Compulsory language modules

You must choose a basic communication module in the language you did **not** choose in your first year. For example:

- If you take English (Ed) and Afrikaans (Ond), you must now take Xhosa Communication 378.

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

Please note that the language teaching subject becomes a specialisation as of your third year. Make this choice below under “Elective modules”.

#### Other compulsory modules

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 the following:

Take note: You must continue with the elective module taken in your second year.

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 the following:

Take note: You must continue with the elective modules you followed in your third year.

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)

## 4. Advanced Diploma in Education (ADE) programmes

The Advanced Diploma in Education in the various specialisations is a Continuous Professional Development (CPD) qualification. It is designed for teachers that have an existing specialisation in one of the following seven fields:

- Intermediate Phase (IP) Mathematics Teaching
- Senior Phase (SP) Mathematics Teaching
- Senior Phase (SP) Natural Sciences Teaching
- Further Education and Training (FET) Life Sciences Teaching
- Further Education and Training (FET) Mathematics Teaching
- Further Education and Training (FET) Physical Science Teaching
- Mathematical Literacy Teaching

These ADE programmes replace the old Advanced Certificate in Education (ACE) programmes.

The purpose of this qualification is to further strengthen and enhance your existing specialisation in a certain field and to develop a new role or practice so that you may support teaching and learning in education in your chosen field. The Faculty



aims to develop mentor teachers and leading professionals, such as teaching and learning specialists and senior teaching and learning specialists, in the specific fields.

#### 4.1 Admission requirements and other information applicable to all ADE programmes

##### *Admission requirements*

You can be admitted to the Advanced Diploma in Education with any of the following groups of qualifications (a to h).

- a) a **former (before 2018) four-year BEd** (480 credits, previously NQF exit level 6\* and since 2013 NQF level 7\*\*)
  - or*
- b) a **new (as of 2018) four-year BEd** (480 credits, NQF exit level 7)\*\*
  - or*
- c) a **former general first degree** (360 credits, NQF old exit level 6)\* **or diploma** (360 credits, NQF old exit level 6), **plus Postgraduate Certificate in Education (PGCE)** (120 credits, NQF exit level 7)\*
  - or*
- d) a **new general first degree** (360 credits, NQF exit level 7)\*\* **or diploma** (360 credits, NQF exit level 7), **plus Advanced Diploma in Teaching** (120 credits, NQF exit level 7)\*\*
  - or*
- e) a former **Higher Diploma in Education** (120 credits, NQF exit level 7)\*\*
  - or*
- f) a former **Advanced Certificate in Education** (120 credits, old exit level 6)\*
  - or*
- g) a former **college Higher Diploma in Education** (480 credits, old exit level 5/6)\*
  - or*
- h) a former **Further Diploma in Education** (120 credits, old exit level 5/6)\*

\* Former levels copied from the 2010 Draft Policy on Minimum Requirements for Teacher Education Qualifications, selected from the HEQF (p. 44-45).

\*\* New levels copied from the 2013 The Higher Education Qualifications Sub-Framework.

##### *Admission based on assessment and recognition of prior learning (ARPL)*

The candidates for this programme will be identified by the national and/or provincial Education Departments using the abovementioned admission requirements and certain selection criteria as guidelines. Where necessary, the ARPL policy and the University's admissions policy will be complied with.

Admission based on ARPL only applies to candidates who have already completed at least 50% of the total credit value of an ADE programme. This provision only applies to subject content modules and not to the general modules like Work Integrated Learning, General Pedagogy, Educational Perspectives and Curriculum Management.

##### *Application procedure*

Education Departments or private funders identify prospective ADE students for Stellenbosch University Centre for Pedagogy (SUNCEP). Application forms are then sent to those prospective students.

##### *Duration of programme*

The programme is presented part time over two years

##### *Assessment*

- a) All modules are subject to flexible assessment.
- b) You must get at least 50% in all your modules to pass the programme

##### *Enquiries*

Programme coordinator: Dr C Pfeiffer

Centre for Pedagogy

Tel: 021 808 4574

E-mail: [crp2@sun.ac.za](mailto:crp2@sun.ac.za)

Website for more information: [www.sun.ac.za/education](http://www.sun.ac.za/education) or [www.suncep.sun.ac.za](http://www.suncep.sun.ac.za)

## 4.2. Programme content for the different ADE streams

### 4.2.1 ADE in Intermediate Phase (IP) Mathematics Teaching

#### First year (60 credits)

##### Compulsory modules

General Pedagogy	171(6)
Educational Perspectives	171(6)
Curriculum Management	171(6)
Numbers, Operations, Relations	171(22)
Patterns, Functions, Algebra	172(14)
Work Integrated Learning 1	171(6)

#### Second year (60 credits)

##### Compulsory modules

Space and Shape	271(20)
Measurement	271(20)
Data Handling	271(14)
Work Integrated Learning 2	272(6)

### 4.2.2 ADE in Senior Phase (SP) Mathematics Teaching

#### First year (68 credits)

##### Compulsory modules

General Pedagogy	171(6)
Educational Perspectives	171(6)
Curriculum Management	171(6)
Numbers, Operations, Relations	172(22)
Patterns, Functions, Algebra	173(22)
Work Integrated Learning 1	171(6)

#### Second year (52 credits)

##### Compulsory modules

Space and Shape	272(22)
Measurement	272(10)
Data Handling	272(14)
Work Integrated Learning 2	272(6)

### 4.2.3 ADE in Senior Phase (SP) Natural Sciences Teaching

#### First year (54 credits)

##### Compulsory modules

General Pedagogy	171(6)
Educational Perspectives	171(6)
Curriculum Management	171(6)
Chemistry – Matter and Material	171(15)
Physics – Energy and Change	171(15)
Work Integrated Learning 1	171(6)

#### Second year (66 credits)

##### Compulsory modules

Life Sciences – Life and Living	271(15)
Earth and Beyond	271(15)
Pedagogical Content Knowledge of Natural Sciences 1	271(15)
Pedagogical Content Knowledge of Natural Sciences 2	271(15)
Work Integrated Learning 2	271(6)

**4.2.4 ADE in Further Education and Training (FET) Life Sciences Teaching****First year (54 credits)***Compulsory modules*

General Pedagogy	171(6)
Educational Perspectives	171(6)
Curriculum Management	171(6)
Botany Teaching A	171(15)
Zoology Teaching A	171(15)
Work Integrated Learning 1	171(6)

**Second year (66 credits)***Compulsory modules*

Botany Teaching B	271(15)
Zoology Teaching B	271(15)
Pedagogical Content Knowledge of Botany	271(15)
Pedagogical Content Knowledge of Zoology	271(15)
Work Integrated Learning 2	271(6)

**4.2.5 ADE in Further Education and Training (FET) Mathematics Teaching****First year (55 credits)***Compulsory modules*

General Pedagogy	171(6)
Curriculum Management	171(6)
Educational Perspectives	171(6)
Financial Mathematics	171(9)
Patterns, Functions, Algebra	174(22)
Work Integrated Learning 1	171(6)

**Second year (65 credits)***Compulsory modules*

Geometry	271(22)
Trigonometry	271(14)
Calculus	271(9)
Data Handling	273(14)
Work Integrated Learning 2	272(6)

**4.2.6 ADE in Further Education and Training (FET) Physical Science Teaching****First year (54 credits)***Compulsory modules*

General Pedagogy	171(6)
Educational Perspectives	171(6)
Curriculum Management	171(6)
Chemistry Teaching: Foundations of Chemistry	171(10)
Physics Teaching: Magnetism and Electricity	171(10)
Physics Teaching: Mechanics	171(10)
Work Integrated Learning 1	171(6)

**Second year (66 credits)***Compulsory modules*

Chemistry Teaching: Chemical Change & Chemical Systems	271(10)
Chemistry Teaching: Organic Chemistry	271(10)
Pedagogical Content Knowledge of Chemistry	271(15)
Physics Teaching: Energy, Waves and Matter	271(10)
Pedagogical Content Knowledge of Physics	271(15)
Work Integrated Learning 2	271(6)

**4.2.7 ADE in Mathematical Literacy Teaching****First year (62 credits)***Compulsory modules*

General Pedagogy	171(6)
Educational Perspectives	171(6)
Mathematical Literacy: Basic Skills 1	171(22)
Mathematical Literacy: Basic Skills 2	171(22)
Work Integrated Learning 1	171(6)

**Second year (58 credits)***Compulsory modules*

Curriculum Management	271(6)
Mathematical Literacy: Finance	271(11)
Mathematical Literacy: Measurement	271(11)
Mathematical Literacy: Maps, Plans and Other Physical Representations	271(10)
Mathematical Literacy: Data Handling	271(14)
Work Integrated Learning 2	272(6)

## Postgraduate Programmes

### 1. Summary of postgraduate programmes

Below you will find a schematic summary of the postgraduate programmes offered in the Faculty of Education.

Postgraduate qualification	Programme	Distinctions within a programme
Postgraduate certificate	Postgraduate Certificate in Education (PGCE)	
Postgraduate diploma	Postgraduate Diploma in Higher Education in Teaching and Learning	
Honours degrees	BEdHons	<ul style="list-style-type: none"> <li>• Curriculum Inquiry</li> <li>• Education Development and Democracy</li> <li>• Educational Support</li> <li>• Foundation Phase Education</li> <li>• Language Education</li> </ul>
Master's degrees	MEd	MEd (Research) <ul style="list-style-type: none"> <li>• Curriculum Studies</li> <li>• Educational Support</li> <li>• Education Policy Studies</li> </ul>
		MEd (Structured) <ul style="list-style-type: none"> <li>• Curriculum Studies</li> <li>• Educational Support</li> <li>• Psychology</li> </ul>
	MPhil	MPhil (Structured) <ul style="list-style-type: none"> <li>• Higher Education [last intake 2020]</li> <li>• Education and Training for Lifelong Learning [last intake 2020]</li> <li>• Higher Education Studies [first intake 2021]</li> <li>• Lifelong Learning [first intake 2021]</li> </ul>
		MPhil (Research)
Doctoral Degrees	DEd	
Doctoral degrees	PhD	<ul style="list-style-type: none"> <li>• Comparative Education</li> <li>• Curriculum Studies</li> <li>• Educational Psychology</li> <li>• Educational Support</li> <li>• Education and Training and Lifelong Learning</li> <li>• Education Management</li> <li>• Education Policy Studies</li> <li>• Environmental Education</li> <li>• Higher Education</li> <li>• History of Education</li> <li>• Language Education</li> <li>• Philosophy of Education</li> </ul>

### 2. Postgraduate certificate and diploma programmes

#### 2.1 Postgraduate Certificate in Education (PGCE)

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

The Faculty has developed a new PGCE programme, which has been approved and accredited by the Department of Higher Education and Training. The new programme will be offered as from 2018.

### 2.1.1 Admission requirements, practical school visits and other information

The information below applies to both the old and the new PGCE programmes, except where it is clearly stated otherwise.

#### *Admission requirements and provisions relating to admission*

##### **General admission requirements**

- You must have at least a bachelor's degree from a recognised university, which meets certain conditions.

##### **Specific admission requirements for Teaching modules**

- As a rule, a second-year subject or a third-year subject (comprising a single year module or two semester modules) in your teaching areas, depending on the specific prerequisite pass requirements for each Teaching module.
- You will not be allowed to attempt to meet the admission requirements of a Teaching subject by doing undergraduate modules simultaneously to the relevant Teaching subject.
- See "Programme content for the PGCE programme" for the provisions and prerequisite pass requirements for each Teaching module.

##### **Further provisions concerning admission**

- As a PGCE student, you may not register concurrently for another module and/or programme at this or any other university.
- As a PGCE student, you may not hold more than two student assistantships simultaneously.
- If you want to interrupt your PGCE programme, the following applies:
  - You may interrupt your PGCE programme for one year after one semester.
  - The reason for the interruption must first be approved by Senate.
- Before you may register for the PGCE programme, you must first complete two weeks of observation at a school of your choice between 1 and 28 February. The following applies:
  - The school must complete forms about the observation. These forms will be provided before the end of the previous year to all students accepted into the PGCE programme.
  - The forms have to be **submitted** to the Teaching and Learning Office (GG Cillie Building, Room 4007) **by the first day of class**.
  - If the forms are not submitted by the first day of class, you will be deregistered from the programme for not adhering to the observation aspect of the admission requirements.
- If you did not complete a computer/computer use module during your undergraduate studies, the following applies:
  - You must register for the Faculty of Education's computer use module, Information Communication Technologies (ICTs) for Learning 177.
  - This is an additional 10-credit module which will ensure that you comply with the policy on minimum requirements for teacher education qualifications. If you register for this module, you must pass it to receive your PGCE qualification

#### *School practice visits as requirement for obtaining the PGCE*

You must complete the practical school visit component of the Practical Learning module to obtain the PGCE (in the old programme it is the practical component of the Teaching and Learning module). The following applies:

- PGCE students visit secondary schools in the Stellenbosch and Peninsula areas that are in partnership with Stellenbosch University.
- School visits take place during the whole of the third school term. The University vacation falls in the school term at present. Nevertheless, PGCE students must spend the entire period at the schools, regardless of the University holidays. No exceptions will be made.
- If, for some reason, you should fall behind on the required school visits, you will not as a rule be allowed to catch up on your school visits until the start of the next school year. This means that you will not receive your certificate until April of that year and will forfeit being paid a full teacher's salary until that time.
- Take note: If there is clear evidence that you are insufficiently prepared, the Dean may refuse to allow you to participate in the school practice teaching of the Practical Learning module.** The following applies in such a case:
  - The Dean's decision must be made in consultation with the relevant departmental chairperson and programme coordinator.
  - You will have to repeat the relevant module for Practical Learning (or Teaching and Learning) in the ensuing year.
  - This will effectively extend your studies by one year.

You will be insufficiently prepared if you:

- irregularly attend classes and orientation sessions
- do not attend presentations and preparation sessions
- poorly prepare for lesson analysis (fish bowl) evaluation and show poor progress in it
- do not complete observations during lesson analysis periods.

##### **Institute practicum**

This practical training forms the other component of the Practical Learning module and takes place in the Faculty's practicum room. You will present lessons to learners yourself and watch how other students present lessons. These practical classes cover

four lectures a week and include, among other things, lesson design, media design, lesson implementation, lesson evaluation and lesson observation.

### *Languages of learning and teaching*

The policy on the minimum requirements for teacher education qualifications (MRTEQ) stipulates that your certificate must indicate which languages you can use as languages of learning and teaching and which languages you can use as languages of conversational competence. The policy also stipulates that students who offer English and/or Afrikaans as their language of learning and teaching **must** take an official African language as language of communicative competence. At Stellenbosch University this language is isiXhosa.

To comply with these policy requirements, the PGCE programme at Stellenbosch University offers three language modules:

- a) Afrikaans as Taal van Leer en Onderrig (5 credits)
- b) English as a Language of Learning and Teaching (5 credits)
- c) IsiXhosa as a Language of Conversational Competence (5 credits)

Early in the first semester, you have the chance to write an exemption test for each of your languages of learning and teaching (LoLTs). If you pass the test for a given language with the required percentage, you are exempted from attending further classes in that language. See “Pass requirements for language modules” below. If you score below the required percentage, you must attend LoLT classes and pass the relevant assessment in May or November. If any of the following applies to you, however, please contact the module coordinators:

- You do not know any Afrikaans
- You are fluent in isiXhosa.

### *Pass requirements for language modules*

- To get the relevant endorsements on your certificate, you need to pass the LoLTs with at least 60%. You must pass the language of conversational competence with 50%.
- To be exempted from an LoLT you must obtain 60% and higher in the exemption test for that language.

### *Application procedure and closing date*

- You must apply in writing to be admitted to the PGCE programme.
- The closing date for submissions is **30 September**.
- **No student will be permitted to join the PGCE programme after it has started.**
- As a current student at Stellenbosch University, you can apply at: [my.sun.ac.za](mailto:my.sun.ac.za)
- If you are not currently a student at Stellenbosch University, you may apply online at: [www.sun.ac.za/pgstudies](http://www.sun.ac.za/pgstudies).

### *Duration of programme*

The PGCE programme is presented over one academic year.

### *Provisions relating to promotion*

You must achieve a final mark of 50% for each module.

### *Enquiries*

Programme coordinator: Dr C America

Department of Curriculum Studies

Tel.: 021 808 3793

E-mail: [camerica@sun.ac.za](mailto:camerica@sun.ac.za)

Website for more detailed information: [www.sun.ac.za/education](http://www.sun.ac.za/education)

## **2.1.2 Programme content for the PGCE programme**

The PGCE programme presented as of 2018 consists of the modules listed below. After the lists of modules, you will find an explanation of the specific prerequisite pass requirements for each of the various Teaching modules, as well as other relevant information about the Teaching modules.

### *Anchor/major module*

Teacher Education	777(126)
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### *Submodules*

Practical Learning	771(32)
Afrikaans as Taal van Leer en Onderrig	771 (5) (if you are enrolling for the first time in 2021)
English as a Language of Learning and Teaching	771 (5) (if you are enrolling for the first time in 2021)
Xhosa as a Language of Conversational Competence	771(5) (if you are enrolling for the first time in 2021)
Curriculum Studies	771(8)
Educational Leadership and Management	771(6)
Educational Psychology	771(8)
History and Sociology of Education	771(8)
Philosophy of Education	771(8)
Sustainable Living	771(6)

If you have two subject specialisations:

Also choose **both** of the following modules:

Teaching module (subject specialisation 1)	771(20) and
Teaching module (subject specialisation 2)	771(20)

If you have only one subject specialisation:

Choose the following **two** modules:

Teaching module (subject specialisation)	771(20) and
Advanced Study module	771(20)

#### *Additional*

If you did not complete a computer / computer use module during your undergraduate studies, you must complete the following additional module:

ICTs for Learning	771(10)
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### **2.1.2.1 Teaching modules: Provisions and prerequisite pass requirements**

#### *Number of Teaching modules that may be taken*

The Faculty strongly recommends that you take at least **two Teaching modules (school subjects)** as this will improve your career prospects. You may take **a third Teaching module** as an extra module for the PGCE, on the following conditions:

- You must meet the admission requirements in question.
- The timetable must permit this.

#### **Taking only one Teaching module**

Despite the recommendation above, you are allowed to take only **one Teaching module** if you meet the admission requirements for one Teaching module only. However, if this is the case, you will have to complete the 20-credit Advanced Study module in your specific subject speciality as well. To be able to register for Advanced Study 771, you must provide proof that you completed the subject area of the Teaching module as a **main subject during your undergraduate studies**. Please study the requirements for the Advanced Study option after each school subject below.

#### *Limitations regarding Teaching modules and module combinations*

- The Teaching modules are not necessarily all offered every year. As a rule, a limited number of students is required.
- Your career prospects will be severely limited by an Economics and Business Studies combination of Teaching modules, as well as by a Life Orientation and Physical Education combination.

#### *Teaching module specialisation options and prerequisites pass*

The various Teaching module options and their respective prerequisite pass requirements are listed below:

#### **a) Accounting Teaching 771**

*Prerequisite pass:*

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

For the Advanced Studies option in Accounting Teaching: Accounting at third-year level (NQF level 7) (at least 48 credits).

#### **b) Afrikaans-onderrig 771**

*Prerequisite pass:* Afrikaans or Afrikaans and Dutch (at least 32 credits) at second-year level, or the equivalent.

#### **c) Agricultural Sciences Teaching 771**

*Prerequisite pass:* Three-year degree.

*The following subjects are strongly recommended:* Biology, Botany, Zoology, Chemistry, Physics, Earth or Soil Sciences, Biodiversity and Ecology, Geology.

#### **d) Business Studies Teaching 771**

*Prerequisite pass:*

- One of the following combinations at second-year level (or NQF level 6) up to 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 combinations, e.g. Financial Management 214(16) and Marketing Management 214(16).
- For offering the Advanced Studies option in Business Studies Teaching: One of the subjects below at third-year level (NQF level 7) (at least 48 credits).
  - Financial Management 314(16), 354(16) *or*
  - Marketing Management 314 (16), 344(16) *or*
  - Entrepreneurship and Innovation Management 314(16), 344(16) *or*
  - A 32-credit combination of any of the above combinations, e.g. Financial Management 314(16) and Marketing Management 314(16).



As a rule, because the opportunities and subject offerings at schools are limited, you are not allowed to take only Business Studies Teaching and Economics Teaching as your two specialisation subjects. A third specialisation subject is recommended in this case.

**e) Computer Application Technology Teaching 771**

*Prerequisite passes:*

- Computer Science at first-year level (at least 32 credits)
- Socio-informatics at second-year level (at least 32 credits)

**f) Drama Teaching 771**

*Prerequisite pass:* A bachelor's degree in Drama (at least 48 credits), or the equivalent.

**g) Economics Teaching 771**

*Prerequisite pass:*

- Economics at second-year level (or NQF level 6) (minimum of 32 credits), that is Economics 214(16) and 244(16) or the equivalent.

*Please note:* Economics 288(32) does not meet the requirements for admission.

For offering the Advanced Studies option in Economics Teaching: Economics or equivalent at third-year level (NQF level 7) (at least 48 credits).

**h) English Language Teaching 771**

*Prerequisite pass:*

For teaching English as a Home and First Additional Language:

- English Studies (with a focus on English literature) with at least 16 credits at third-year level (or NQF level 7).

*or*

- English Studies (with a focus on literature) with at least 32 credits at second-year level (or NQF level 6) plus Applied English Language Studies (AELS) at second-year level (or NQF level 6) (at least 16 credits), or the equivalent. (Such modules typically deal with the linguistic and grammatical elements of English.)

For the Advanced Study option in English Language Teaching:

- English Studies at third-year level (or NQF level 7) (at least 32 credits) or equivalent studies in English literature.

**i) Foreign Language Teaching 771**

*Prerequisite pass:*

- Completed at least second year in any language offered as second additional language in the South African school curriculum. To be taken in combination with compulsory modules in the PGCE programme.

*Please note:* You must be proficient in these languages to such an extent that you can teach the subject as a second additional language. This module is subject to at least 15 students expressing an interest. If the number of students is too small for the module to be offered, applicants will be informed by 30 November of the previous year.

**j) Geography Teaching 771**

*Prerequisite pass:* Second-year Geography (at least 32 (2 x 16) credits), or the equivalent.

**k) German Teaching 771**

*Prerequisite pass:*

- German 318 and 348 (each 24 credits) *or*
- German 328 and 354 (each 24 credits) *or*
- the equivalent.

*Please note:* You must be proficient in German to such an extent that you can teach the subject as a second additional language.

**l) History Teaching 771**

*Prerequisite pass:*

- History at second-year level (at least 32 credits) *or*
- Ancient Cultures at third-year level (at least 48 credits) *or*
- Political Science at third-year level (at least 48 credits).

**m) Information Technology Teaching 771**

*Prerequisite pass:* Computer Science at second-year level (at least 32 credits).

**n) IsiXhosa Teaching 771**

*Prerequisite passes:*

- IsiXhosa at second-year level (at least 32 credits).
- You must also pass a screening or an **oral proficiency assessment** to ascertain a reasonable oral proficiency in IsiXhosa.

Prerequisite passes for the Advanced Study option in IsiXhosa Teaching:

- IsiXhosa at third-year level (NQF level 7) (at least 48 credits).
- You must also pass a pre-admission oral screening assessment to ascertain whether you have a reasonable oral proficiency in isiXhosa and to verbally determine your motivation to study the module. Four slots are available for these tests and a booking must be made by e-mail. Further details are available from the Faculty of Education's registration office.

**o) Life Sciences Teaching 771**

*Prerequisite passes:*

- A three-year degree (NQF level 7)
- At least **two** of the following (or equivalent) modules:
  - Biology 124 (Cell Biology)
  - Biology 144 (Biodiversity and Ecology)
  - Biology 154 (Functional Biology)
- At least **one** of the following as a major subject (that is, at third-year level or NQF level 7) and **one** at second-year level (or NQF level 6). (At least 32 credits for each of the two subjects):
  - Biochemistry\*
  - Biodiversity and Ecology (both semesters – 16 credits each)
  - Botany\*\*
  - Genetics\*
  - Microbiology\*
  - Physiology\*
  - Zoology\*\*

\* If you passed at least **three** of the four modules Biochemistry, Physiology, Microbiology and Genetics (each at least 32 credits) on second-year level, you will also gain admission to Life Science Teaching 771.

\*\* If you passed **both Botany and Zoology** at second-year level, you will also be admitted.

For the Advanced Study option in Life Sciences Teaching:

- A three-year degree course (NQF level 7) with a combination of any **two** of the following at third-year level:
  - Biochemistry,
  - Biodiversity and Ecology
  - Biology
  - Botany
  - Microbiology
  - Physiology
  - Zoology

*Please note:* If you passed modules in **Botany and Zoology** at second-year level, you need only **one** of the abovementioned modules at third-year level.

**p) Life Orientation Teaching 771**

*Prerequisite pass:*

- Psychology at third-year level (at least 48 credits)
- Sport Science is recommended.

As a rule, because the opportunities and subject offerings at schools are limited, you are not allowed to take only Life Orientation Teaching and Physical Education Teaching as your two specialisation subjects. A third specialisation subject is necessary in this case.

**q) Mathematical Literacy Teaching 771**

*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.

**r) Mathematics Teaching 771**

*Prerequisite pass:*

- Mathematics at second-year level (at least 32 credits), or the equivalent
- or*
- Foundations of Mathematics at second-year level (48 credits), or the equivalent.

**s) Music Teaching 771**

*Prerequisite pass:* A bachelor's degree from a recognised university or an Advanced Diploma in Music at NQF level 7, with Music at third-year level (at least 48 credits) or the equivalent.

**t) Physical Education Teaching 771**

*Prerequisite pass:* A BA (Sport Science) or BSc (Sport Science) degree.

**u) Physical Sciences Teaching 771**

*Prerequisite pass:*

- Chemistry and Physics at second-year level (or NQF level 6) (at least 64 (2 x 32) credits), or the equivalent
- or*
- Chemistry at first-year level (or NQF level 6) (at least 24 credits) and Physics at third-year level (or NQF level 7) (at least 48 credits), or the equivalent.

With a good academic record, you may be admitted with only:

- Physics at first-year level (at least 24 credits) and two modules of Chemistry at second-year level (or NQF level 6)
- or*
- Chemistry at first-year level (at least 24 credits) and Physics at second-year level (or NQF level 6) (at least 32 credits).

For the Advanced Study option in Physical Sciences Teaching:

- At least one of Chemistry or Physics at third-year level (or NQF level 7) (at least 48 credits).

**v) Religion(s) Studies Teaching 771**

*Prerequisite pass:*

- Religion Studies or Religious Studies at second-year level (at least 32 credits)
- or*
- an equivalent study at second-year level (at least 32 credits) and one of the following religions: Judaism, Christianity, Islam, Hinduism, Buddhism and African Religion.

If you have a degree in theology with modules on different religions, you will also be considered for admission.

**w) Visual Art Teaching 771**

*Prerequisite pass:*

A three-year degree in art.

## **2.2 Postgraduate Diploma in Higher Education in Teaching and Learning – PGDip (Higher Education) (Teaching and Learning)**

*Cooperation with other institutions*

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

*Admission requirements*

- You must have a bachelor's degree or equivalent qualification approved for this purpose by Senate.
- You must have a minimum of two years' teaching experience in higher education and/or you must be appointed in a teaching-related post.
- The Faculty recommends that you have a master's degree in your discipline. Preference will be given to such candidates and to candidates from the abovementioned three institutions: Stellenbosch University, the University of the Western Cape and Cape Peninsula University of Technology.
- The programme will be capped at 40 and candidates will be admitted on a first-come-first-served basis.

*Duration of programme*

The programme extends over two academic years.

For the date of registration, please contact the programme coordinator.

*Examination and assessment*

- a) Every module will contain formative and summative assessment opportunities.
- b) You must get at least 50% in all your modules to pass the programme.
- c) Assessment opportunities will entail both theoretical and practical work.

*Enquiries*

Programme coordinator: Dr N Tshuma

Centre for Teaching and Learning / Department of Curriculum Studies

Tel.: 021 808 4937

E-mail: ntshuma@sun.ac.za

*Programme contents*

The aim of this programme is to develop and strengthen your knowledge, as a lecturer or learning facilitator, of teaching and learning in higher education, and to enable you to reflect and develop on an advanced level. The programme offers a systematic survey of current thinking, practice and research methods in teaching and learning in higher education.

*Anchor module*

Higher Education in Teaching and Learning	778(120)
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*Submodules**Compulsory core modules*

You 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.

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)

**3. Honours degree programmes**

For matters like the statutory requirements for the BEdHons degree, the rules for continuation of registration and the maximum periods of registration for postgraduate programmes, as well as the code of conduct for the supervisor and student, see the chapter “Postgraduate Qualifications” of Part 1 (General) of the University Calendar.

**3.1 BEdHons**

The new BEdHons programmes aim at enriching and deepening your knowledge within a chosen specialist field to enable you to contribute meaningfully towards strengthening and improving education in South Africa. These programmes also prepare you for further postgraduate research-based studies by introducing you to the research methodology and techniques of your chosen field.

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

*Please note:*

- If there are not enough enrolments for a particular programme in a given year, that programme will not be offered in that year. The Faculty will inform students who are affected by this in advance.

**3.1.1 Admission requirements and information applicable to all BEdHons programmes**

*Admission requirements and further provisions regarding admission*

**Admission requirements**

Please note that for some programmes there are additional admission requirements that apply specifically to that programme. You can find these additional requirements in the description of the specific programme.

You may be admitted to the BEdHons programme if you have:

- a relevant university degree and a secondary education diploma or certificate (e.g. SED, HDE, PGCE, UED, LSED);  
*or*
- a relevant university degree and a primary education diploma (e.g. PES, PGDE, HPED, etc.);  
*or*
- a relevant university degree and an education qualification deemed adequate for such purpose by Senate;  
*or*
- a four-year integrated Education degree;  
*or*
- (where the applicability and academic relevance of your job experience warrants it) some other relevant combination of studies, both academic and professional which, for purposes of admission, is deemed by 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

- recognised four-year post-school training, including a professional education qualification.

#### Further provisions regarding admission to the BEdHons programmes

- You must have obtained an average of at least 60% in the final year of your relevant undergraduate study.
- The Faculty expects you to at least have access to a computer and the internet to be able to perform the following activities:
  - accessing SUNLearn modules and participating in the various learning activities
  - using the electronic resources of SU's library
  - sending and receiving e-mail
  - generating assignments and submitting them electronically

#### Application procedure and closing date

##### Application procedure

You must apply in writing for admission to the BEdHons programme of your choice. Admission will be decided by Senate or by the Executive Committee acting on behalf of Senate. You must give particulars of your qualifications when you apply. If you obtained any of your qualifications at a university other than Stellenbosch University, you must include official academic transcripts from the universities where you obtained those qualifications.

##### No student will be permitted to join the programme after it has started.

You can apply online at Stellenbosch University's webpage for postgraduate students: [www.sun.ac.za/pgstudies](http://www.sun.ac.za/pgstudies) (choose "Telematic Programmes" under "What can I study?").

You can get more information about the administrative aspects of the programme from the Faculty of Education:

Office of the Vice Deans (room 1030)

Tel: (021) 808 2122 E-mail: [nswartz@sun.ac.za](mailto:nswartz@sun.ac.za)

##### Closing dates

You can apply from 1 March of the year before admission. The closing dates for the respective programmes are as follows:

Programme	Closing date for South African students	Closing date for international students
BEdHons (Educational Support)	31 July	30 June
BEdHons (Foundation Phase Education)	31 August	31 July
BEdHons (Curriculum Inquiry)	30 October	31 August
BEdHons (Educational Development and Democracy)	30 September	31 August
BEdHons (Language Education)	30 October	31 August

#### Provisions relating to promotion

- For all the specialisations you must obtain a pass mark of at least 50% in each of eight modules with a total credit value of 120.
- To pass the degree with distinction (*cum laude*), you must obtain an overall average of 75%, as well as 75% in each of at least four separate modules.

#### Enquiries

Specialisation	Contact person	Telephone number	E-mail address
<b>BEdHons programmes</b>			
General enquiries	Ms N Swartz	021 808 2122	<a href="mailto:nswartz@sun.ac.za">nswartz@sun.ac.za</a>
Curriculum Inquiry	Dr ML Botha	021 808 2293	<a href="mailto:lbot@sun.ac.za">lbot@sun.ac.za</a>
Education Development and Democracy	Prof N Davids	021 808 2419/ 2877	<a href="mailto:nur@sun.ac.za">nur@sun.ac.za</a>
Educational Support	Prof D Daniels	021 808 2324	<a href="mailto:doria@sun.ac.za">doria@sun.ac.za</a>
Foundation Phase Education	Ms A Lebethe	021 808 2286	<a href="mailto:alebethe@sun.ac.za">alebethe@sun.ac.za</a>
Language Education	Dr AS Xeketwana	021 808 3935	<a href="mailto:asx@sun.ac.za">asx@sun.ac.za</a>

#### Website for more information:

[www.sun.ac.za/pgstudies](http://www.sun.ac.za/pgstudies)

### 3.1.2 BEdHons programmes

The Faculty of Education is implementing the following four new honours programmes, which will be offered through blended learning or mixed-mode instruction.

- Curriculum Inquiry
- Educational Support
- Education Development and Democracy
- Foundation Phase Education
- Language Education

#### Duration of programmes

You can enrol to complete these programmes in **one year** or over **two years**. If you choose to do your chosen programme over two years, some of the modules, as well as the research project, will be completed in the second year.

#### Presentation structure

Blended-learning or mixed-mode instruction means that the programme entails a combination of:

- Face-to-face contact sessions on campus
- Telematics broadcasts to existing satellite sites
- Electronic learning by using SUNLearn (the learning management system of Stellenbosch University), which includes modern teaching techniques, online discussion groups with fellow students and lecturers, electronic assignments, etc.

#### Contact sessions on campus

There are two compulsory week-long contact sessions. These sessions happen in the March/April school holidays and in the June/July school holidays to make it possible for employed education specialists and for students who do not stay in or near Stellenbosch to attend. The dates of these contact sessions will be adjusted every year to accommodate the school and university calendars.

It is **compulsory** to attend both contact sessions. If you miss one or both of these sessions in a given academic year, you will not be allowed to continue your studies. If you are registered to complete the programme over two years, you must attend the contact sessions of the modules you are registered for in that year. A programme for the contact sessions will be included in the programme guide and the module framework and will be distributed electronically at the beginning of each academic year.

*Contact session 1:* March-April school holidays (depending on the school calendar)

*Contact session 2:* June-July school holidays

#### Exams

You do not have to write exams on the Stellenbosch campus. The University's external exams office arranges for exams to be written in specified places in South Africa or abroad.

#### Programme structure

Each programme is represented by an anchor module with a credit value of at least 120 credits and includes the following:

- a compulsory core module (Knowing, Acting and Being: Framing the Study of Education)
- a compulsory module in general education research methodology
- a compulsory module in field-specific research methodology
- a compulsory research project
- four other modules (with electives in some programmes)

No module is a prerequisite for another module, except for the following in the Foundation Phase Education programme:

- Literacy Education and Leadership (Foundation Phase) Module 1 is a prerequisite for Literacy Education and Leadership (Foundation Phase) Module 2
- Mathematics Education (Foundation Phase) Module 1 is a prerequisite for Mathematics Education (Foundation Phase) Module 2

The modules for each specialisation area are listed below, and more information on each module is given in alphabetical order of subjects in the chapter "Subjects, Modules and Module Content".

#### 3.1.2.1 BEdHons (Curriculum Inquiry)

##### *Specific admission requirements*

- For entry into one of the discipline-focused modules (with the exception of Environmental Education):
  - If you completed a BEd degree:
    - You must have completed the relevant subject discipline as a major teaching subject up to your final year of studies.
    - If you completed your BEd degree at another institution, you must show that you completed the relevant subject discipline as a major subject according to the requirements of your chosen programme.
  - If you completed another university degree followed by a Postgraduate Certificate in Education (or similar):
    - you must have the relevant subject discipline at at least second-year level

and

- you must have completed the curriculum focus for the subject during your PGCE studies (in other words as a Teaching module).
- For entry into Environmental Education or Curriculum Change:
  - The general entry requirements for the BEdHons apply.
- Prior teaching experience is recommended but not compulsory.

### *Programme content*

This programme aims to familiarise you with curriculum inquiry as a field of study and to develop you within that field. The programme will provide you with a broad base for developing a better understanding of curriculum debates internationally and of the way those debates impact the South African context.

### **If you enrol to complete the programme in one year:**

#### *Anchor module*

Curriculum Inquiry	778 (120)
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#### *Compulsory year modules*

Curriculum Studies: Key Moments, Concepts and Debates	772 (30)
Research Project (Curriculum Inquiry)	771 (35)

#### *Compulsory first-semester modules*

Educational Research	711(10)
Knowing, Acting and Being: Framing the Study of Education	711(15)

#### *Elective year modules*

You must choose and qualify for **one** of the following modules:

Critical Issues and Debates: Curriculum Change	771 (30)
Critical Issues and Debates: Economic and Business Sciences Education	771 (30)
Critical Issues and Debates: Environmental Education	771 (30)
Critical Issues and Debates: History Education	771 (30)
Critical Issues and Debates: Mathematics Education	771 (30)
Critical Issues and Debates: Physical Education	771 (30)
Critical Issues and Debates: Science Education	771 (30)

### **If you enrol to complete this programme in two years:**

#### *Anchor module*

Curriculum Inquiry	778 (120)
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### **First year of study**

#### *Compulsory year modules*

Curriculum Studies: Key Moments, Concepts and Debates	772 (30)
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#### *Compulsory first-semester modules*

Knowing, Acting and Being: Framing the Study of Education	711(15)
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#### *Elective year modules*

You must choose and qualify for **one** of the following modules:

Critical Issues and Debates: Curriculum Change	771 (30)
Critical Issues and Debates: Economic and Business Sciences Education	771 (30)
Critical Issues and Debates: Environmental Education	771 (30)
Critical Issues and Debates: History Education	771 (30)
Critical Issues and Debates: Mathematics Education	771 (30)
Critical Issues and Debates: Physical Education	771 (30)
Critical Issues and Debates: Science Education	771 (30)

### **Second year of study**

#### *Compulsory year module*

Research Project (Curriculum Inquiry)	771 (35)
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#### *Compulsory first-semester module*

Educational Research	711(10)
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### 3.1.2.2 BEdHons (Educational Support)

#### *Specific admission requirements*

- A minimum of one year of formal teaching experience.
- A minimum average of 65% in the final year of undergraduate study.

#### *Selection*

This is a programme where selection takes place.

- Selection takes place annually after the closing date in July.
- Selection is done on the basis of prior academic performance and relevant teaching experience.
- A limited number of students are admitted to the programme each year.
- If more than the limited number of students qualify for the programme, qualifying students will complete an academic writing assignment. The top students will then be identified and selected for the programme, based on this assignment.

#### *Further study possibilities*

The BEdHons degree is a prerequisite for the MEd (Educational Support) degree.

#### *Programme content*

Currently the approach to supporting diverse learner needs is to do so in inclusive education systems and environments and to provide meaningful participation to all learners. The BEdHons (Educational Support) programme combines theory and practical application to enable you as an education specialist to teach, assess and support learners with diverse needs.

#### **If you enrol to complete this programme in one year:**

##### *Anchor module*

Educational Support	787(120)
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##### *Compulsory year modules*

Research Project (Educational Support)	772(30)
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##### *Compulsory first-semester modules*

Educational Research	711(10)
Interpretive Research	711(5)
Knowing, Acting and Being: Framing the Study of Education	711(15)
Adult Learning and Support	711(15)
Learning and Cognition	711(15)

##### *Compulsory second-semester modules*

Learning Challenges	744(15)
Learning Support	744(15)

##### *Elective modules*

There are *no* electives for this programme.

#### **If you enrol to complete this programme in two years:**

##### *Anchor module*

Educational Support	787(120)
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##### **First year of study**

##### *Compulsory first-semester modules*

Adult Learning and Support	711(15)
Learning and Cognition	711(15)
Knowing, Acting and Being: Framing the Study of Education	711(15)

##### *Compulsory second-semester module*

Learning Challenges	744(15)
Learning Support	744(15)

##### **Second year of study**

##### *Compulsory year module*

Research Project (Educational Support)	772(30)
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##### *Compulsory first-semester modules*

Educational Research	711(10)
Interpretive Research	711(5)



*Elective modules*

There are *no* electives for this programme.

**3.1.2.3 BEdHons (Education Development and Democracy)**

This programme allows you to make and explain conceptual links between the theoretical perspectives and professional environment and to develop a critical understanding of the current policy context and the signifiers of change.

**If you enrol to complete the programme in one year:***Anchor module*

Educational Development and Democracy	778(120)
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*Compulsory year modules*

Research Project (Educational Development and Democracy)	771(30)
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*Compulsory first-semester modules*

Educational Research	711(10)
Introduction to Research Methods	712(5)
Knowing, Acting and Being: Framing the Study of Education	711(15)
Education in Democracy	711(15)
Development, Organisations and Education Policy	713(15)

*Compulsory second-semester modules*

Educational Leadership and Management	744(15)
Education and Society	744(15)

*Elective modules*

There are *no* electives for this programme.

**If you enrol to complete this programme in two years:***Anchor module*

Educational Development and Democracy	778(120)
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**First year of study***Compulsory first-semester modules*

Education in Democracy	711(15)
Development, Organisations and Education Policy	713(15)
Knowing, Acting and Being: Framing the Study of Education	711(15)

*Compulsory second-semester module*

Education and Society	744(15)
Educational Leadership and Management	744(15)

**Second year of study***Compulsory year module*

Research Project (Educational Development and Democracy)	771(30)
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*Compulsory first-semester module*

Educational Research	711(10)
Introduction to Research Methods	712(5)

*Elective modules*

There are *no* electives for this programme.

**3.1.2.4 BEdHons (Foundation Phase Education)***Specific admission requirements*

The specific admission requirements for this programme focus on foundation phase education:

- A relevant university degree and a *Foundation Phase Education diploma* (e.g. PES, PGDE, HPED, etc.);
- or*
- A relevant university degree and a *Foundation Phase Education qualification* deemed adequate for such purpose by Senate;
- or*

- A recognised four-year post-school qualification, including a *professional Foundation Phase Education qualification*.

Additional to the requirements above:

- At least 60% for Foundation Phase Literacy Education as well as Foundation Phase Mathematics Education in your final year of study above
- A minimum average of 60% in the final year of undergraduate study

### *Selection*

This is a programme where selection takes place:

- Selection takes place annually after the closing date.
- Selection is done on the basis of prior academic performance and relevant teaching experience.
- A limited number of students are admitted to the programme each year.

### *Programme content*

This programme focuses on further studies in Foundation Phase Education. The aim is to develop your capacity to be an education leader in both Literacy Education and Mathematics Education in the Foundation Phase.

### **If you enrol to complete this programme in one year:**

#### *Anchor module*

Foundation Phase	778(120)
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#### *Compulsory year modules*

Research Project (Foundation Phase)	773(30)
Critical Perspectives for Foundation Phase Studies	775(20)
Literacy Education and Leadership (Foundation Phase)	772(20)
Mathematics Education (Foundation Phase)	771(20)

#### *Compulsory first-semester modules*

Educational Research	711(10)
Research Methodology (Foundation Phase)	711(5)
Knowing, Acting and Being: Framing the Study of Education	711(15)

#### *Elective modules*

There are *no* electives for this programme.

### **If you enrol to complete this programme in two years:**

#### *Anchor module*

Foundation Phase	778(120)
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### **First year of study**

#### *Compulsory first-semester modules*

Knowing, Acting and Being: Framing the Study of Education	711(15)
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#### *Compulsory year modules*

Critical Perspectives for Foundation Phase Studies	775(20)
Literacy Education and Leadership (Foundation Phase)	772(20)
Mathematics Education (Foundation Phase)	771(20)

### **Second year of study**

#### *Compulsory year modules*

Research Project (Foundation Phase)	773(30)
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#### *Compulsory first-semester modules*

Educational Research	711(10)
Research Methodology (Foundation Phase)	711(5)

#### *Elective modules*

There are *no* electives for this programme.

### 3.1.2.5 BEdHons (Language Education)

#### *Specific admission requirements*

- A high level of achievement (60%+) in the final-year language modules of your undergraduate studies.

#### *Programme content*

The BEdHons (Language Education) programme deepens your knowledge of language education in Afrikaans, English and isiXhosa. In addition, it focuses on multilingual education, creative writing and lexicography.

*Please note:* The elective modules are not necessarily all offered every year. As a rule, a limited number of students is required. Because of the structure of the programme, only students who follow the programme over two years will have the option of offering two languages as Curriculum Studies modules. Please contact the programme coordinator should you want to do this.

#### **If you enrol to complete this programme in one year:**

##### *Anchor module*

Language Education	778(120)
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##### *Compulsory year modules*

Research Project (Language Education)	771(30)
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##### *Compulsory first-semester modules*

Educational Research	711(10)
Language Teaching Research	711(5)
Knowing, Acting and Being: Framing the Study of Education	711(15)
Language Policy and Multilingual Education	711(15)

##### *Elective modules*

Choose **one** elective module from **Group A** and **two** elective modules from **Group B**.

##### *First-semester electives*

###### Group A

Afrikaans Curriculum Studies	711(15)
English Curriculum Studies	711(15)
IsiXhosa Curriculum Studies	711(15)

##### *Second-semester electives*

###### Group B

Teaching Creative Writing	744(15)
Pedagogical Lexicography (will not be offered in 2022)	744(15)
Digital Pedagogy for Language Learning	744(15)

#### **If you enrol to complete this programme in two years:**

##### *Anchor module*

Language Education	778(120)
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#### **First year of study**

##### *Compulsory first-semester modules*

Knowing, Acting and Being: Framing the Study of Education	711(15)
Language Policy and Multilingual Education	711(15)

##### *Elective modules*

Choose **one** elective module from **Group A** and **two** elective modules from **Group B**.

##### *First-semester electives*

###### Group A

Afrikaans Curriculum Studies	711(15)
English Curriculum Studies	711(15)
IsiXhosa Curriculum Studies	711(15)

##### *Second-semester electives*

###### Group B

Teaching Creative Writing	744(15)
Pedagogical Lexicography (will not be offered in 2022)	744(15)
Digital Pedagogy for Language Learning	744(15)

## Second year of study

### Compulsory year module

Research Project (Language Education)	771(30)
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### Compulsory first-semester modules

Educational Research	711(10)
Language Teaching Research	711(5)

## 4. Master's programmes

For rules about matters like the formatting, printing and binding of theses, continuation of registration and interruption of master's degree studies, as well as the code of conduct for the supervisor and student, see "Postgraduate Qualifications" in Part 1 (General) of the University Calendar. Detailed guidelines regarding initial contact with departments, the preparation of a research proposal and progression of postgraduate studies are provided in the *Student Guide for Postgraduate Study*, available on the Faculty of Education website under the heading Postgraduate Study. These guidelines must be read together with the information presented below.

### 4.1 MEd

The MEd programme consists of a full-thesis option in different fields of study in Education, as well as structured MEd options.

#### 4.1.1 Admission requirements, selection and other information for all MEd-programmes

##### Admission requirements

##### Qualification

To be admitted to the MEd programme, you must:

- have a BEdHons degree from this University, *or* another four-year bachelor's degree in Education approved for this purpose by Senate;

*or*

- have obtained an honours degree at level 8 approved for this purpose by Senate, and an approved education diploma/certificate (additional studies in Education may be required of you);

*or*

- 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 education diploma/certificate (supplementary study in Education will be required of you);

*or*

- in some manner have attained in your particular field of study a standard of competence deemed adequate by Senate (supplementary studies in Education will be required of you).

##### Conditions for admission

You will be considered for admission based on your above qualification on the following two conditions:

- You must have obtained an overall average of 60% in your BEdHons or equivalent study
- The relevant department must have the capacity to offer the programme.

##### Research methodology at honours level

- A module in research methodology at honours level is compulsory if you are enrolling for the full-thesis master's degree.
- For the structured MEd programmes, you must preferably have passed a module in research methodology at honours level.

##### Specific admission requirements for individual programmes

See the individual structured MEd programmes for their specific admission requirements.

##### Selection

You must be selected to be admitted to MEd studies.

##### Requirements for obtaining the MEd degree

If you have a BEdHons degree from this University, or another four-year bachelor's degree in Education approved for this purpose by Senate (see bullet 1 under "Qualification" above), you must have been registered at the University as a student in the MEd programme for at least **one academic year** to be awarded the MEd degree. In all other cases (bullets 2-4 above) it is **two years**.

If you are doing an MEd programme, you also have to do related work on the subject area as may be prescribed by the lecturers concerned.

*Duration of the programme*

The maximum number of years that a student can be registered for the M Ed programme is 3 years.

*Application procedure and closing date*

- You must apply in writing to do an MEd programme.
- The structured programmes are presented only if at least **five** students are admitted.
- The closing date for applications is **30 September** of the year before admission, but *please note:* in the case of the programmes MEd (Psych) and MEd (Educational Support) it is **30 June** (of the year before admission).
- New applicants apply online on the following webpage: [www.sun.ac.za/pgstudies](http://www.sun.ac.za/pgstudies).
- If you are currently registered as a student at the University of Stellenbosch, you may apply to the Faculty Administrator by e-mail:  
Ms EE Louwrens  
E-mail: [eel@sun.ac.za](mailto:eel@sun.ac.za)

*Programme structure and content*

You will find more on the structure and content of the different MEd programmes below. The programme content is described in alphabetical order of subjects in the chapter “Subjects, Modules and Module Content”. See the table of contents and die alphabetical list of subjects in the back of the book for page numbers.

**4.1.2 MEd (Research)***Requirements for obtaining the MEd (Research) degree*

For this degree you must:

- submit a research thesis (100% full-thesis) worth 180 credits. The length of the thesis is normally between 40 000 and 50 000 words, presenting a substantiated argument which does not necessarily make an original contribution. In some cases an oral examination may be required, as prescribed in the Faculty’s *Regulations for Non-Examining Chairpersons of Master’s Examination Panels*.

*Programme structure*

For the MEd (Research), you may apply for one of the programme options listed below.

*Please note: These options are for the 100% full-thesis programme and must not be confused with the structured MEd degrees.*

66516-872 (180) Curriculum Studies (100% thesis)

66524-872 (180) Education Policy Studies (100% thesis)

66532-872 (180) Educational Support (100% thesis)

**4.1.2.1 MEd (Education Policy Studies) (Full Thesis)***Programme content*

The primary aims of the MEd programme (Education Policy Studies) are to:

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

A secondary aim is to equip you 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.

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

*Enquiries*

Programme coordinator: Prof N Davids

Department of Education Policy Studies

Tel.: 021 808 2877

E-mail: [nur@sun.ac.za](mailto:nur@sun.ac.za)

Website for more detailed information: [www.sun.ac.za/education](http://www.sun.ac.za/education)

### 4.1.3 MEd (Structured)

#### *Requirements for obtaining the MEd (Structured) degree*

- You must:
  - complete a programme of advanced study as prescribed by the particular department;
  - pass an examination of written question papers; and
  - 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 of assignments, case studies, etc. Each of these portfolio pieces must comply in scope and content 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.*

#### *Duration of programme*

The duration of the structured programmes is one year full time or two years part time, with the possibility of extending the study for another year. Block sessions spread over two years, depending on circumstances within the Faculty.

#### *Provisions relating to promotion*

You must obtain a minimum final mark of 50% in both the taught component and the research component to pass the programme.

#### *Programme structure*

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

- A thesis plus a structured component.  
The thesis:
  - is normally between 20 000 and 30 000 words long,
  - presents a substantiated argument based on research of limited scope, and
  - contributes 50% of the final mark.
 The structured component:
  - includes written and/or oral examinations
  - contributes 50% of the final mark.
- A research portfolio instead of a thesis.  
The research portfolio:
  - is made up of assignments and/or case studies and/or research projects and
  - counts 50% of the final mark.
 Each of the portfolio pieces must comply in scope and contents with the requirements conventionally set for scientific articles.
- A research portfolio and a larger taught component.  
The research component:
  - is made up of projects and/or case studies and/or research
  - counts 34% of the final mark
 Each of the portfolio pieces must comply in scope and contents with the requirements conventionally set for scientific articles.  
The structured component:
  - includes written examinations
  - constitutes 66% of the final mark

#### 4.1.3.1 MEd (Curriculum Studies) (Structured)

No students will be admitted to this programme in 2021.

#### *Specific admission requirements*

- Normally, you must have passed appropriate modules at least at third-year level in your field of specialisation.
- You must have appropriate or equivalent experience in your proposed field of specialisation. You must also have at least two years' actual teaching experience in the relevant school subject that you want to specialise in.

#### *Duration of programme*

The programme is presented over a period of at least two academic years.

#### *Assessment and examination*

Flexible 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 coordinator: Prof CPS Reddy  
 Department of Curriculum Studies  
 Tel.: 021 808 2259 E-mail: cpsr@sun.ac.za  
 Website for more information: www.sun.ac.za/education

*Programme structure*

You must complete the following:

- two compulsory subjects
- one elective (a specialisation)
- a research project of limited scope

The research project normally stems from the elective. This research project may be either a mini thesis or a research portfolio.

*Programme content*

The primary objective of the programme is to give you the opportunity to do postgraduate studies in Curriculum Studies so you can acquire the curriculum expertise a leader needs so as to facilitate education renewal in a school community.

The secondary objective of the programme is to help you as an educator to develop the necessary skills to function as a reflective practitioner in a school. This is done by introducing you to the practices and methodology of educational research.

You can attain these goals by achieving the specific critical, developmental and programme outcomes.

*Anchor module*

Curriculum Studies	879(180)
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**First year (90 credits)***Compulsory modules*

Curriculum Studies	812(25)
Educational Research	813(25)

*Elective modules*

Curriculum Studies	872(40)
Afrikaans-onderwys (skoolvak)	872(40)
English Education (school subject)	872(40)
Environmental Education	872(40)
Geography Education (school subject)	872(40)
Life Orientation	872(40)
Mathematics Education (school subject)	872(40)
Physics and Chemistry Education (school subject)	872(40)
Business Studies Education (school subject)	872(40)

**Second year (90 credits)**

Research Thesis	874(90)
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**4.1.3.2 MEd (Educational Support) (Structured)***Selection*

- This is a selection programme.
- It is recommended that you have a minimum of two years' teaching experience.
- Normally, a maximum of TEN students are admitted to the programme, which is presented only if at least EIGHT students have registered for it.

*Application procedure and closing date*

- Students are only enrolled for this programme every second year; therefore, please make inquiries before you apply, by phoning 021 808 2308 or 021 808 4831.
- Apply in writing.
- The closing date is **30 June** of the year before admission.

*Duration of programme*

The programme is presented over a period of two academic years.

The mode of presentation in this programme is contact teaching.

*Assessment and examination*

- The modules (research thesis excluded) are examined through flexible assessment and count 50% of the final mark.
- You must do assignments and/or presentations in every taught module.
- You must do a final presentation and/or oral examination for every module.
- You must obtain a pass mark of 50% in each of the modules (thesis included).

- The thesis counts 50% of the final mark.
- The final mark is entered under the anchor module Educational Support 879(180).

### Enquiries

Department of Educational Psychology

Selection and programme enquiries: Ms C Fortuin

Tel.: 021 808 2308 Email: cfortuin@sun.ac.za

Programme coordinator: Prof E Swart

Tel.: 021 808 2305 or 021 808 2308 E-mail: estelle@sun.ac.za

Website for more detailed information: [www.sun.ac.za/education](http://www.sun.ac.za/education)

### Programme contents

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.

### Anchor module

Educational Support	879(180)
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### Compulsory modules

Inclusive Education, Assessment and Learning Support	873(30)
Introduction to Qualitative Research Methodology	872(30)
Support in School and Community Contexts	872(30)
Research Thesis	874(90)

### 4.1.3.3 MEd (Psych) (Structured)

If you successfully complete this programme as well as the subsequent twelve-month, prescribed internship, you will be able to register as an educational psychologist with the Health Professions Council of South Africa (HPCSA).

#### Specific admission requirements

- The following qualification:
  - A BEdHons in Educational Psychology *or*
  - A BEd (Psych) degree *or*
  - an approved honours degree in Psychology in combination with an approved professional education qualification *or*
  - any other combination of academic and professional studies deemed suitable for admission to the programme by Senate. In this case, additional studies may be prescribed.
- A minimum of two years' continuous, formal teaching experience or equivalent teaching experience deemed appropriate by Senate.
- A minimum of 65% for Educational Psychology or psychology-orientated subjects passed on NQF level 8.

#### Selection

- This is a selection programme.
- Selection takes place annually after July.
- A maximum of TWELVE and a minimum of EIGHT students are admitted to the programme each year.

#### Internship

- **Admission requirements for internship:**
  - Registration as an intern psychologist with the Health Professions Council of South Africa *and*
  - an MEd (Psych) qualification in Educational Psychology (or the equivalent).
- **Duration and presentation structure of internship:**
  - A minimum of one year's continuous full-time internship, *or*
  - Approved full-time block periods equivalent to twelve calendar months
  - Both the qualification and the internship must be completed within three years.
- Internships are approved by the Health Professions Council of South Africa, and falls under the supervision of the Department of Educational Psychology. Your internship programme must be submitted to the Department at least five months before you plan to start your internship. After this it is sent to the Health Professions Council of South Africa for approval.
- The onus is on you to make arrangements to do your internships at an accredited institution.

#### Closing date for applications

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



*Duration and presentation structure of the programme*

- 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 of another year is required (see “Internship” above).
- You must complete your research thesis before beginning your internship.
- You must complete your studies in the time period allowed by the Health Professions Council of South Africa. Your qualification and internship must both be completed within three years.

*Assessment and examination*

- Assessment consists of formative and summative assessment opportunities in each module.
- Continuous support strategies are stipulated in the work programmes of the respective modules and form part of the teaching and learning curriculum. You must achieve a **final mark of at least 50% for each of the modules followed in the first study year of the programme** to be able to continue with the second year.
- You must attain a minimum of 50% in the integrated oral exam before you will be allowed to proceed with the internship. The integrated exam forms part of the assessment of the practicum module.
- You must have a pass mark of at least 50% in each of the modules, including the research thesis, for the degree to be awarded to you.

*Enquiries*

Programme coordinator: Ms K Conradie

Department of Educational Psychology

Tel.: 021 808 2037

E-mail: karlienL@sun.ac.za

Website for more detailed information: [www.sun.ac.za/education](http://www.sun.ac.za/education)

*Programme contents*

The aim of this programme in Educational Psychology is to develop the research capacity, theoretically grounded knowledge, skills and attitudes which will equip you to practise as an educational psychologist in the South African context.

*Anchor module*

Educational Psychology	877(240)
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*Seven submodules and a research thesis:*

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 in approved sites in the community.

You must pass the practical programme.

**4.2 MPhil**

Three MPhil programmes are offered in the Faculty:

- MPhil (Higher Education) (Structured) [last intake in 2020]
- MPhil (Education and Training for Lifelong Learning) (Structured) [last intake in 2020]
- MPhil (Higher Education Studies) (Structured) [first intake in 2021]
- MPhil (Lifelong Learning) (Structured) [first intake in 2021]
- MPhil (Research)

**4.2.1 MPhil (Higher Education) (Structured) [last intake in 2020]***Specific admission requirements*

For admission to the MPhil (Higher Education) programme, you must:

- have an appropriate honours degree and be employed in a higher education environment for at least two years;
- or*
- have completed another academic-professional study combination equivalent to an honours degree which Senate deems suitable for admission to this programme, and be employed in a higher education environment for at least two years;

*or*

- have attained a level of competence in higher education, demonstrated through the process of evaluation of prior learning, which Senate deems sufficient for this purpose.

### *Selection*

The programme will be offered if a limited number of students can be admitted. The number is determined by the Department of Curriculum Studies.

### *Duration and presentation structure of the programme*

- The programme is presented over at least two academic years.
- The programme entails a combination of contact and other forms of teaching.
  - There is only one contact session a year for a continuous period of two weeks.
  - For the rest of the year, preparatory study, assignments and projects are done by means of structured study guides, self-study packages and other forms of directed self-study.

### *Assessment and examination*

- Taught modules:
  - Flexible assessment is used
  - The modules count 50% of the final mark.
  - An assignment is required in every taught module.
  - You need a minimum of 50% in every module to pass the programme.
- Research thesis:
  - The topic of the thesis falls within the field of study.
  - The thesis counts 50% of the final mark.
  - You may also submit your thesis for examination in the form of examined or reviewed publishable articles.

Your final mark is calculated as the average for your assignments in all of the taught modules (50%), plus your research thesis (50%).

### *Enquiries*

Programme coordinator: Prof BL Frick

Department of Curriculum Studies

Tel.: 021 808 2277

E-mail: blf@sun.ac.za

Website for more detailed information: [www.sun.ac.za/chaec](http://www.sun.ac.za/chaec)

### *Programme contents*

The primary aim of the programme is to equip you with the knowledge, skills and attitudes to be able to function effectively in higher education institutions as a lecturer, learning facilitator or higher education professional.

The secondary aim is to equip you 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 a researcher in your professional context.

### *Anchor module*

Higher Education	879(180)
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You must do eight compulsory modules and two electives. The research thesis is one of the eight compulsory modules. The topic of the research thesis is chosen from any of the modules. The modules are the following:

### *Compulsory modules*

Assessment and Evaluation in Higher Education	875(10)
Curriculum and Programme Design in Higher Education	875(10)
Foundations of Research	875(10)
Perspectives in Higher Education	875(10)
Research in Higher Education*	875(10)
Student Learning in Higher Education	875(10)
Teaching in Higher Education	875(10)
Research Thesis	874(90)

### *Elective modules*

Leadership in Higher Education	875(10)
Scholarship in Higher Education	875(10)
Scholarship of Engagement in Higher Education	875(10)
Staff Development in Higher Education	875(10)
Technology in Higher Education	875(10)

\* Research in Higher Education is presented with a view to formulating the research proposal for your MPhil thesis.

#### 4.2.2 MPhil (Education and Training for Lifelong Learning) (Structured) [last intake in 2020]

You can choose to specialise in one of the following fields:

- Adult basic education and training
- Community education
- Continuing professional education
- Leadership and management of lifelong learning

##### *Specific admission requirements*

a) For admission to the MPhil (Education and Training for Lifelong Learning) programme, you must:

- have an appropriate honours degree (with an average of at least 60%) *and* be employed in an education/training environment;

*or*

- 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*

- in some manner have attained a standard of competence in Education and Training for Lifelong Learning, as demonstrated through a process of evaluation of prior learning, which is deemed sufficient for this purpose by Senate.

b) In addition, you must have at least two years of involvement in Lifelong Learning, or other relevant experience, which the Faculty deems to be equivalent, before you will be admitted.

##### *Duration and presentation structure of the programme*

The programme extends over at least two academic years.

The taught part of the programme consists of nine modules over two years. There are five compulsory modules and four electives from which you must choose three. It is, however, compulsory to attend the contact sessions for **all nine modules**. There are two contact sessions in the two years. In the first year the contact session is two weeks long and in the second year it is one week long. In between contact sessions you must follow a structured, guided self-study programme.

You must also complete a research thesis on an approved topic.

*Please note:* The programme will be presented only if a minimum number of students, as determined by the Department of Curriculum Studies, can be admitted.

##### *Assessment and examination*

- Taught modules:
  - Flexible assessment is used.
  - The modules count 50% of the final mark.
  - You must do assignments/articles/projects for each module.
  - You need a minimum of 50% in all the modules to pass the programme.
- The research thesis must be on an approved topic from the programme and counts 50% of the final mark.
- Your final mark is calculated as the average of your assignments in all of the taught subjects (50%), plus your research thesis (50%).

##### *Enquiries*

Programme coordinator: Prof P Rule

Department of Curriculum Studies

Tel.: 021 808 2297

E-mail: [prule2015@sun.ac.za](mailto:prule2015@sun.ac.za)

Website for more detailed information: [www.sun.ac.za/chaec](http://www.sun.ac.za/chaec)

##### *Programme contents*

The primary aim of the programme is to prepare you for your career as a practitioner involved in Lifelong Learning and to do basic and applied research in this area. A secondary aim is to equip you, as a researcher, for advanced study at doctoral level and to do research in the field of Lifelong Learning. This aim includes developing the ability to function as a researcher in your career context. The choices in the programme make it possible to specialise in continuing professional education, community education or adult basic education.

##### *Anchor module*

Education and Training for Lifelong Learning	879(180)
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##### *Compulsory submodules*

Facilitation Skills	875(20)
Foundations of Research	875(10)
Lifelong Learning: Theory and Practice	875(20)
Research in Lifelong Learning	875(10)
Research Thesis	874(90)

*Elective submodules*

Choose **three** modules from the following four modules:

*Please note:* Regardless of your choice, you must attend the contact sessions of **all four** the elective modules.

Adult Basic Education and Training	875(10)
Community Education	875(10)
Continuing Professional Education	875(10)
Leadership and Management of Lifelong Learning	875(10)

**4.2.3 MPhil (Higher Education Studies) (Structured) [first intake in 2021]***Specific admission requirements*

For admission to the MPhil (Higher Education Studies) programme, you must:

- have an appropriate honours degree (with an average of at least 65%) and have been employed in a higher education environment for at least two years;
- or*
- have completed another academic-professional study combination equivalent to an honours degree, which Senate deems suitable for admission to this programme, and have been employed in a higher education environment for at least two years;
- or*
- have attained a level of competence in higher education, demonstrated through the process of evaluation of prior learning, which Senate deems sufficient for this purpose.

*Selection*

The programme will be offered if a specified minimum number of students can be admitted. The number is determined by the Department of Curriculum Studies.

*Closing date for applications*

- The closing date for applications is **30 September** of the year before admission.
- New applicants apply online on the following webpage: [www.sun.ac.za/pgstudies](http://www.sun.ac.za/pgstudies).
- If you are currently registered as a student at the University of Stellenbosch, you may apply to the Faculty Administrator by e-mail:  
Ms EE Louwrens  
E-mail: [eel@sun.ac.za](mailto:eel@sun.ac.za)

*Duration and presentation structure of the programme*

- The programme is presented over at least two academic years.
- The programme entails a combination of contact and other forms of teaching.
- There are two contact sessions per year, one at the beginning of the year and one in the middle. Each session is a week long.
- For the rest of the year, you do preparatory study, assignments and projects by means of blended learning, online group-work assignments, structured study guides, self-study packages and other forms of directed self-study.

*Assessment and examination*

- Taught modules:
  - Flexible assessment is used
  - The modules count 33.33% of your final mark.
  - You must complete an assignment for every taught module.
  - You need a minimum of 50% in every module to pass the programme.
- Research thesis:
  - The topic of the thesis falls in the field of higher education studies
  - The thesis counts 66.66% of your final mark.
  - You may also submit your thesis for examination in the form of examined or reviewed publishable articles.

Your final mark is calculated as the average for your assignments in all of the taught modules (33.33%), plus your research thesis (66.66%).

*Enquiries*

Programme coordinator: Prof BL Frick

Department of Curriculum Studies

Tel.: 021 808 2277

E-mail: [blf@sun.ac.za](mailto:blf@sun.ac.za)

Website for more detailed information: [www.sun.ac.za/chaec](http://www.sun.ac.za/chaec)

*Programme contents*

The primary aim of the programme is to equip you with the knowledge, skills and attitudes to be able to function effectively in higher education institutions as a lecturer, learning facilitator or higher education professional.

The secondary aim is to equip you 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 a researcher in your professional context.

#### *Anchor module*

Higher Education	879(180)
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You must do the following four compulsory modules of which the research thesis is one. The topic of the thesis must fall within the field of higher education studies and you must consult with your appointed supervisor when choosing your topic.

#### *Compulsory modules*

Learning in Higher Education	875(20)
Perspectives on Higher Education	875(20)
Research in Higher Education*	875(20)
Research Thesis	874(120)

\* Research in Higher Education is presented with a view to formulating the research proposal for your MPhil thesis.

### **4.2.4 MPhil (Lifelong Learning) [first intake in 2021]**

#### *Specific admission requirements*

- a) For admission to the MPhil (Lifelong Learning) programme, you must:
- have an appropriate honours degree (with an average of at least 60%) and have been employed in an adult education and training environment for at least two years;
- or*
- have completed another academic-professional study combination equivalent to an honours degree, which Senate deems suitable for admission to this programme, and have been employed in an adult education and training environment for at least two years;
- or*
- have attained a level of competence in adult education, demonstrated through the process of evaluation of prior learning, which Senate deems sufficient for this purpose.
- b) In addition, you must have at least two years of involvement in Lifelong Learning, or other relevant experience that the Faculty deems to be equivalent, before you will be admitted.

#### *Selection*

The programme will be offered if a limited number of students can be admitted. The number is determined by the Department of Curriculum Studies.

#### *Closing date for applications*

- The closing date for applications is **30 September** of the year before admission.
- New applicants apply online on the following webpage: [www.sun.ac.za/pgstudies](http://www.sun.ac.za/pgstudies).
- If you are currently registered as a student at the University of Stellenbosch, you may apply to the Faculty Administrator by e-mail:  
Ms EE Louwrens  
E-mail: [eel@sun.ac.za](mailto:eel@sun.ac.za)

#### *Duration and presentation structure of the programme*

- The programme is presented over at least two academic years.
- The programme entails a combination of contact and other forms of teaching.
- There are two contact sessions per year, one at the beginning of the year and one in the middle. Each session is a week long.
- For the rest of the year, you do preparatory study, assignments and projects by means of blended learning, online group-work assignments, structured study guides, self-study packages and other forms of directed self-study.

#### *Assessment and examination*

- Taught modules:
  - Flexible assessment is used.
  - The modules count 33.33% of your final mark.
  - You must complete an assignment for every taught module.
  - You need a minimum of 50% in every module to pass the programme.
- Research thesis:
  - The topic of the thesis falls in the field of adult education.
  - The thesis counts 66.66% of your final mark.
  - You may also submit your thesis for examination in the form of examined or reviewed publishable articles.

Your final mark is calculated as the average for your assignments in all of the taught modules (33.33%), plus your research thesis (66.66%).

*Enquiries*

Programme coordinator: Prof P Rule

Department of Curriculum Studies

Tel.: 021 808 2297 E-mail: prule2015@sun.ac.za

Website for more detailed information: www.sun.ac.za/chac

*Programme contents*

The primary aim of the programme is to equip you with the knowledge, skills and attitudes to be able to function effectively in adult and/or community education and training institutions as a lecturer, learning facilitator or adult-education professional.

The secondary aim is to equip you with the research skills to do further advanced study at doctoral level and to be able to undertake research in the field of adult-education studies. This aim includes the capacity to function as a researcher in your professional context.

*Anchor module*

Lifelong Learning	879(180)
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You must do the following four compulsory modules of which the research thesis is one. The topic of the thesis must fall in the field of adult education and training and you must consult with your appointed supervisor when choosing your topic.

*Compulsory modules*

Learning in Adult Education	875(20)
Perspectives on Lifelong Learning	875(20)
Research in Lifelong Learning*	875(20)
Research Thesis	874(120)

\* Research in Lifelong Learning is presented with a view to formulating the research proposal for your MPhil thesis.

**4.2.5 MPhil (Research)***Specific admission requirements*

You must satisfy at least the admission requirements for the MPhil (Higher Education Studies) (Structured). Furthermore, you will be selected on the basis of prior research experience and outputs.

*Requirements for obtaining the MPhil (Research) degree*

For this degree you must:

- submit a research thesis (100% full thesis) worth 180 credits. The length of the thesis is normally between 40 000 and 50 000 words, presenting a substantiated argument which does not necessarily make an original contribution.
- do an oral examination on the subject area of the thesis. The topic is chosen in consultation with the supervisor concerned.

**5. Doctoral programmes**

For the statutory requirements relating to doctoral degrees, rules and provisions relating to matters like the submission date of dissertations, the number of copies to be submitted and other requirements before a doctorate may be conferred, as well as matters like the continuation of registration, interrupting of doctoral studies and the code of conduct for the supervisor and student, see "Postgraduate Qualifications" in Part 1 (General) of the University Calendar. Detailed guidelines regarding initial contact with departments, the preparation of a research proposal and progression of postgraduate studies are provided in the *Student Guide for Postgraduate Study*, available on the Faculty of Education website under the heading Postgraduate Programmes. These guidelines must be read together with the information presented below.

**5.1 DEd**

A DEd is the acknowledgement of a body of high-quality work produced by a senior academic over time (see Requirements below). It is in the Faculty's discretion to invite an academic to submit such work, including an introductory and concluding section, under the supervision of an appropriate, full-time academic in the Faculty, appointed by the relevant committee. The DEd differs from a PhD by publication in that it represents work that has already been published in high quality, national and international journals and books, over a period of time.

*Requirements for obtaining the DEd degree*

The usual statutory requirements for conferring doctoral degrees apply to the DEd too (see Part 1 of the Calendar). In addition, the degree may be conferred on you if you have produced original work that:

- has already been published,
- is of a high standard,
- deals with a central theme, and
- demonstrates that you have in the Senate's opinion substantially and distinctly contributed to enriching the knowledge of the Education disciplines.

*Enquiries*

The Faculty Administrator: Ms EE Louwrens

E-mail address: eel@sun.ac.za

Room A3022, Admin A Building, Stellenbosch University

Website for more detailed information: [www.sun.ac.za/education](http://www.sun.ac.za/education)

**5.2 PhD***Admission requirements*

To be admitted to the PhD programme, you must:

- have a master's degree from this University (for which you obtained at least 60%),
- or*
- have another master's degree that Senate has approved for such purpose (for which you obtained at least 60%),
- or*
- have in some other manner attained a standard of competence in a particular field of study deemed adequate for such purpose by Senate.

*Application procedure*

If you wish to register for the PhD, you must formally apply to SU. Only then will you be able to call on services or receive guidance in preparing a research proposal.

*Selection process*

Please note that application and registration are two separate processes. Your research proposal will be used to determine whether or not you may register to be admitted.

The relevant postgraduate committee will evaluate your research proposal and then recommend to the Faculty Board whether or not you may register for admission. Your research proposal may therefore be accepted or rejected. If it is rejected, you will not be admitted to the programme. Normally it may not take more than one year to vet a proposal. If a proposal is considered for more than a year, the departmental chair will have to make a special case.

*Aim of the programme*

The PhD programme aims to:

- give you opportunities to carry out high-level research as an Education student,
- build your research capacity, and
- help you to make an original and relevant contribution to scientific knowledge through independent research.

*Programmes*

You can apply for one of the following programmes:

26506-978 (360)	Comparative Education
54526-978 (360)	Curriculum Studies
21903-978 (360)	Educational Psychology
65811-978 (360)	Educational Support
54577-978 (360)	Education and Training for Lifelong Learning
49255-978 (360)	Education Management
50261-978 (360)	Education Policy Studies
49204-978 (360)	Environmental Education
49492-978 (360)	Higher Education
23876-978 (360)	History of Education
11970-978 (360)	Language Education
21865-978 (360)	Philosophy of Education

*Duration of the study*

The maximum number of years that a student can be registered for a PhD is 5 years.

*Assessment and examination*

The statutory requirements and other provisions relating to doctoral degrees in Part 1 (General) of the University Calendar also apply to this degree.

The Faculty of Education will confer the degree if:

- a) you have the master's degree mentioned under "Admission requirements" above
- b) your PhD research project was approved by Senate

- c) since the above approval, you have conducted original research:
- under the supervision of a supervisor,
  - for a period of at least two years, and
  - to the satisfaction of the University.
- d) have completed any other subjects that may have been required by Senate to the satisfaction of the University.
- e) have submitted a dissertation which:
- represents an original conceptual and/or methodological contribution in your chosen field of study
  - to the satisfaction of Senate shows that you have made a distinct contribution to enrich the knowledge in this specific field of study.
- Also note:
- The dissertation is normally between 70 000 and 90 000 words in length.
  - The dissertation should be of sufficient quality to be published as an article in a suitable professional journal or as a book.
- f) have undergone an oral examination to the satisfaction of the University. In special cases exemption from such examination may be granted if approved by Senate.

### **Resubmission of dissertations for examination: PhD in Education**

*Description of the symbols used below:*

1	The degree is awarded, on condition that you make specific minor amendments and follow recommendations to the satisfaction of your supervisor(s).
2	The degree is awarded, on condition that you make certain factual or textual corrections to the satisfaction of the supervisor(s).
3	You must revise the dissertation and submit it for re-examination. (In this case the examination panel should decide among themselves by whom and how the re-examination must take place).
4	The degree is not awarded.

#### *Resubmission after obtaining a symbol 3*

If, after an oral examination and based on consensus, the PhD examination panel awards you a 3, you may resubmit your dissertation for examination.

- a) If you then get a 2 (i.e. more than editorial amendments) or a 1 (editorial amendments) at your second submission, you may improve the dissertation as specified by the examination panel. Your promotor will then sign off on these improvements so that the degree may be conferred.

The implication of this is that you get a maximum of three opportunities to submit your PhD dissertation if, at your second submission, you get a symbol smaller than a 3.

- b) If for the second time the examination panel awards a symbol 3 based on a consensus decision, the symbol will automatically change to a symbol 4. This means the PhD is not awarded. A non-examining chair may, on the grounds of special considerations or circumstances, request that the decision not to award the degree be referred to the relevant committee of the Faculty of Education for consideration and a ruling.

The implication of this is that you get only two opportunities to submit a PhD dissertation for examination if you get a symbol 3 for a second time.

#### *Enquiries*

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# Subjects, Modules and Module Content

## 1. Definitions and explanations of important terms

It is important that you take note of the definitions of a few terms in order to understand and use this chapter fully. The example below shows how these terms will appear later in this chapter.

**Example:**

### **54860 Mathematics (Ed) [BEd] [FP] (old programme)**

**284 (15) Mathematics (3L)**

#### 1.1 Explanation of terms in the example

- **Five-digit subject number – 54860 Mathematics (Ed)**  
Each subject is identified by this five-digit subject number.
- **Subject name – 54820 Mathematics (Ed) [BEd] [FP] (old programme)**  
The number and name of a specific subject appear before the various modules of the subject are presented. To refer to a specific module, the subject name, followed by the module code and the credit value of the specific module, is used; for example, in this case: Mathematics (Ed) 284 (15).  
After the subject name, there sometimes follows some abbreviations between square brackets. These specify the programme or stream in which the subject is followed. Between rounded brackets it may also say whether this subject is part of an old or a new programme. In this example then “[BEd] [FP] (old programme)” means that the module is part of the old BEd (Foundation Phase) programme.
- **Module code – 284 (15) Mathematics**  
The module code consists of a three-digit number that is unique to the specific module. The abovementioned module code “284” has the following meaning:
  - The first digit refers to the year of study in which the module is presented, for example:  
Year 1: 184  
Year 2: 284  
Year 3: 384  
*Postgraduate modules are indicated with a “7” or an “8” in this position.*
  - The second digit “8” refers to the semester that the module will be presented in and also serves as a number to distinguish between various modules offered within the same specific year of study. The University uses different numbers to indicate the particular semester of a module, either the first or the second semester, or modules that are presented in both semesters (which are year modules). The numbers that indicate semesters are as follows:
    - 1, 2 or 3 – modules are presented in the first semester.  
*Semester 1: 214, 324, 334*
    - 4, 5 or 6 – modules are presented in the second semester.  
*Semester 2: 342, 354, 364*
    - 7, 8 or 9 – modules are presented in both semesters, which are year modules.  
*Year module (both semesters): 278, 288, 391*
  - The third digit of the module code, in this case “4”, serves as a distinguishing digit between various modules of the same subject in a particular year of study.
- **Credit value – 284 (15) Mathematics**  
The number between brackets after the module code indicates the credit value of the particular module, in this case 15.  
Therefore, Mathematics (Ed) 284 (15) is a module presented over two semesters of the second year and you earn 15 credits for it.
- **Module subject – 284 (15) Mathematics**  
This indicates the subject that will be dealt with in this specific module.
- **Teaching load – (3L)**  
The teaching load of a module gives you both the teaching load and the type of teaching per week that you can expect in this particular module. For the module Mathematics (Ed) 284 (15) you can expect three lectures a week for the duration of the module. The following abbreviations are used for the teaching load:
  - L – Lectures lasting 50 minutes each, for example 3L
  - P – Practical periods lasting 50 minutes, for example 1P, 2P, 3P
  - S – Seminars lasting 50 minutes, for example 1S

- T – Tutorials lasting 50 minutes, for example 1T, 2T

## 2. Method of assessment

Modules are assessed by means of tests and examinations unless otherwise indicated in the module content. To find out more about the different assessment methods, you can consult the section “Provisions relating to examinations and promotions” in Part 1 of the Calendar.

## 3. Prerequisite pass, prerequisite and corequisite modules

After the description of the content of the module, the prerequisite pass, prerequisite and corequisite modules, where applicable, are given for that module. The following abbreviations are used:

- **PP** – Prerequisite pass module
  - A prerequisite pass module is a module that you must pass before you can take the module(s) for which it is a prerequisite pass module.
- **P** – Prerequisite module
  - A prerequisite module is a module in which you must obtain a class mark of at least 40, or a final mark of at least 40 in the case of a module subject to flexible assessment, before you can take the module for which it is a prerequisite module.
- **C** – Corequisite module
  - A corequisite module is a module that you must take in the same academic year as the module for which it is a corequisite, or in an earlier academic year.

### 3.1 Condition for the granting of a qualification or degree

The Faculty will only award a qualification if you have passed all the relevant prerequisite and corequisite modules of the specific degree programme.

## 4. Undergraduate and postgraduate subjects, modules and module contents

The undergraduate and postgraduate subjects with their accompanying modules, credits, module subjects, teaching loads, language specifications and module content are presented below in **alphabetical order**. The subjects Xhosa and IsiXhosa are alphabetised together under “X”.

*Please note:* Some subject numbers and module codes may not yet have been available at the time of printing. The lacking numbers and codes are indicated as follows:

- unavailable subject number: <sup>xxxxx</sup>
- unavailable module code: 2<sup>xx</sup>, 3<sup>xx</sup>, 4<sup>xx</sup> or 7<sup>xx</sup> (year of study and two superscript *x*'s)

### **13729 Academic Language Development and Awareness (ALDA) [PGCE] (if you are repeating; the last enrolment is in 2021)**

#### **771 (8) Academic Language Development and Awareness (ALDA) (2L)**

The competent use of languages of instruction in multilingual South African school contexts. Key requirements of the module include:

- The ability to use Afrikaans, English and/or isiXhosa as languages of learning and teaching. A minimum of 60% pass is required for this part of the module.
- The ability to use isiXhosa as a language of communication (for Afrikaans- and English-speaking students).
- An awareness of the demands of multilingual, South African classrooms.

*Flexible assessment*

Home Department: CURRICULUM STUDIES

### **12898 Academic Leadership and Management [PGDip (Higher Education) (Teaching and Learning)]**

#### **791 (30) The Academic Leader in Higher Education**

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.

*Elective module*

Home department: CURRICULUM STUDIES

**13735 Accounting Teaching [PGCE]****771 (20) Accounting Teaching (3L, 1P)**

This module provides the pedagogical knowledge and principles to prepare students for the teaching of Accounting at the high school level. The focus is also on the application of subject matter content knowledge, i.e. three key themes: financial accounting, managerial accounting, and managing resources. Knowledge of curriculum policy and the preparation for teaching practice form a key component of this module.

*Flexible assessment*

*Prerequisite passes:*

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

For the Advanced Study option in Accounting Teaching:

- Accounting at third-year level (NQF level 7) (at least 32 credits), or die equivalent.

Home Department: CURRICULUM STUDIES

**14228 Addressing Diverse Learning Needs [BEd] (new programmes)****414 (10) Addressing Diverse Learning Needs [IP and FP] (2L)**

- Theoretical perspectives
- Manifestations of diversity
- Identification and support of diverse learning needs

*Flexible assessment*

Home Department: EDUCATIONAL PSYCHOLOGY

**60968 Adult Basic Education and Training [MPhil (Education and Training for Lifelong Learning)]****875 (10) Adult Basic Education and Training**

Adult basic education and training.

Home department: CURRICULUM STUDIES

**13459 Adult Learning and Support [BEdHons]****711 (15) Adult Learning and Support**

Adult learning theories. Adult learning styles. Social and political perspectives on adult learning.

*Flexible assessment*

Home department: DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

**13759 Advanced Study [PGCE]****771 (20) Advanced Study**

This module is followed by students who meet the admission requirements for only one teaching module. This module will be comprised of advanced study in the focus area the student is registered for. This module will be comprised of assignments designed to develop the knowledge, skills and experience necessary for advanced study and research in the chosen teaching field of the student. It will culminate in an individual, in-depth research project or further study in the particular field.

Contact time with lecturers/supervisors per arrangement.

*Flexible assessment*

*Prerequisite pass:*

Proof that you completed the subject area of the teaching module as a main subject during your undergraduate studies (refer to the subject requirements for your chosen Teaching module as set out above in the chapter “Postgraduate Programmes”).

Home Department: CURRICULUM STUDIES

**24007 Afrikaans (Ond) [BEEd] [ISP] (old programme)****278 (15) Afrikaans (3L)**

- Benaderings tot taalonderrig, kommunikatiewe taalonderrig.
- Verkenning van leeruitkomste en assesseringstandaarde.
- Visuele en kulturele geletterdheid, teksdinamika.
- Spelling, morfologie en leksikografie binne die raamwerk van taalonderrig op skool.
- Inleiding tot assessering binne taal.

*Flexible Assessment*

*PP Afrikaans and Dutch 178 or*

*PP Afrikaans Language Acquisition 178*

Home department: CURRICULUM STUDIES

**378 (20) Afrikaans (4L)**

- Tradisionele literatuur, kurrikulering, illustrasie en prentboeke, woordeboek- en multimediegebruik in taalonderrig, kinderpoësie.
- Sintaks binne die raamwerk van taalonderrig op skool.
- Taalbeleid.
- Leesonderrig.
- Kreatiwiteit en teksproduksie.
- Addisionele taalonderrig.

*Flexible Assessment*

*PP Afrikaans (Ond) [ISP] 278*

Home department: CURRICULUM STUDIES

**478 (20) Afrikaans (4L)**

- Jeugliteratuur, skryfonderrig, kurrikulering, rekenaarondersteunde taalonderrig, kreatiwiteit en teksproduksie.
- Verdere verkenning van leeruitkomste, assesseringstandaarde en assessering binne taalkonteks.
- Addisionele taalonderrig.
- Teoretiese verantwoording vir onderrigbenadering (epistemologie).
- Beplanning en assessering binne taalkonteks.
- Evaluering van leer-, onderrig- en ondersteuningsmateriaal.

*Flexible Assessment*

*PP Afrikaans (Ond) [ISP] 378*

Home department: CURRICULUM STUDIES

**54828 Afrikaans (Ond) [BEEd] [FP] (old programme)****284 (15) Afrikaans (3L)**

- Konseptualisering van taalgeletterdheid.
- Die taalgeletterdheidsprogram in die grondslagfase.
- Visuele en kulturele geletterdheid, teksdinamika.
- Verskillende aspekte van taalgeletterdheidsonderrig binne konteks van UGO en KABV as inleiding.
- Perseptuele ontwikkeling.
- Aanvangsleesbenaderings.
- Beplanning en assessering vir die taalgeletterdheidsleerprogram, werkskedules en lesplanne.

*PP Afrikaans and Dutch 178 or*

*PP Afrikaans Language Acquisition 178*

Home department: CURRICULUM STUDIES

**384 (15) Afrikaans (3L)**

- Teoretiese begroning.
- Kulturele geletterdheid.
- Tekste in die grondslagfase.
- Kritiese geletterdheid.
- Verskillende aspekte van die taalgeletterdheidsonderrig binne die konteks van UGO en KABV.
- Beplanning en assessering vir die taalgeletterdheidsleerprogram, werkskedules en lesplanne.

*PP Afrikaans (Ond) [FP] 284*

Home department: CURRICULUM STUDIES

**484 (15) Afrikaans (3L)**

- Benaderings tot taalgeletterdheidonderrig.
- Verskillende aspekte van taalgeletterdheidsonderrig binne die konteks van UGO en KABV.
- Beplanning en assessering vir die taalgeletterdheidleerprogram, werkskedules en lesplanne.
- Evaluering van leer-, onderrig- en ondersteuningsmateriaal.

*PP Afrikaans (Ond) [FP] 384*

Home department: CURRICULUM STUDIES

**39373 Afrikaans and Dutch****178 (24) Introductory Studies in Afrikaans Language and Literature (3L, 2P)**

Students complete **five** components:

- Afrikaans language proficiency
- Introduction to Afrikaans poetry
- Introduction to Afrikaans prose
- Introduction to Afrikaans language studies
- One of the following electives:
  - The origins and development of Afrikaans
  - Introduction to Dutch

*Method of assessment*

A system of flexible assessment is used in Afrikaans and Dutch 178. The composition of the final mark will be provided in writing at the beginning of the year, and students will receive regular feedback on their progress throughout the module.

**278 (32) Intermediate Studies in Afrikaans Language and Literature (3L, 2P)**

Students complete **six** components:

- Afrikaans lexicography
- Afrikaans syntax
- Naturalism and modernism in Dutch literature
- The Sestiger movement
- Literature before 1960
- One of the following electives:
  - Afrikaans language practice
  - *Avant-garde* and the Second World War in Dutch literature

Not all components of Afrikaans and Dutch 278 are necessarily offered in every academic year.

*Method of assessment*

Afrikaans and Dutch 278 uses a system of flexible assessment. The composition of the final mark will be provided in writing at the beginning of the year, and students will receive regular feedback on their progress throughout the module.

*Prerequisite module: Afrikaans and Dutch 178*

**14266 Afrikaans as Taal van Leer en Onderrig [PGCE] (if you are enrolling for the first time in 2021)****771 (5) Afrikaans as Taal van Leer en Onderrig (1L)**

Die effektiewe gebruik van Afrikaans as 'n taal van leer en onderrig in alle skoolvakke.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**12474 Afrikaans as Taal van Onderrig en Leer [BEd] (old programme)****278 (5) Afrikaans as Taal van Onderrig en Leer [ISP] (1L, 1T)**

- 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.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**288 (5) Afrikaans as Taal van Onderrig en Leer [FP] (1L, 1T)**

- 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.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**13850 Afrikaans Eerste Addisionele Taal (Ond) [BEd] [IP] (new programme)****177 (15) Afrikaans Eerste Addisionele Taal (Ond) [IP] (2L, 1T) (new and old programme)**

Die module ontwikkel studente se vakkennis ten opsigte van kommunikasievaardighede – lees, luister, praat en skryf – ten einde in skoolverband te funksioneer. Studente word begelei in die onderrig van Afrikaans Eerste Addisionele Taal vir die Intermediêre Fase.

*Please note:* Only students who passed Afrikaans First Additional Language and whose home language is not Afrikaans, are admitted to this module. No home language speakers of Afrikaans are admitted to the module.

*Flexible assessment*

*C Introduction to Language Education 124.*

Home department: CURRICULUM STUDIES

**277 (15) Afrikaans Eerste Addisionele Taal (Ond) [IP] (3L)**

Die module is 'n inleiding tot Afrikaans as addisionele taal, gebaseer op die KABV-beginsels van 2012 en moedertaal-onderrig. Die module is slegs vir tweedejaarstudente in die onderrig van Afrikaans.

Benaderings tot taalonderrig; letterkunde-onderrig; die herkoms van Afrikaans; visuele en kulturele geletterdheid, moedertaal-onderrig; teksdinamika; verkenning van leerruimte; inleiding tot assessering binne die taal- en letterkunde (poësie).

*Flexible assessment*

*PP Afrikaanse Eerste Addisionele Taal (Ond) [IP] 177*

Home department: CURRICULUM STUDIES

**377 (15) Afrikaans Eerste Addisionele Taal (Ond) [IP] (3L)**

Die module is 'n voortsetting van die onderrig van Afrikaans as Addisionele Taal, gebaseer op die KABV-beginsels van 2012 en moedertaal-onderrig. Die module is slegs vir derdejaarstudente in die onderrig van Afrikaans.

Benaderings tot taalonderrig, letterkundeonderrig; die variëteite van Afrikaans; visuele en kulturele geletterdheid, woordeboek- en multimediegebruik in taal- en letterkundeonderrig; kinderpoësie; kreatiwiteit en teksproduksie; assessering binne die taal- en letterkunde (poësie en roman).

*Flexible assessment*

*PP Afrikaans Eerste Addisionele Taal (Ond) [IP] 277*

Home department: CURRICULUM STUDIES

**477 (15) Afrikaans Eerste Addisionele Taal (Ond) [IP] (3L)**

Die module is 'n diepteverkenning van Afrikaans as Eerste Addisionele Taal, gebaseer op die KABV-beginsels van 2012 en moedertaal-onderrig. Die module is slegs vir vierdejaarstudente wat die onderrig van Afrikaans hul roeping wil maak.

Teoretiese (epistemologiese) verantwoording vir die onderrigbenadering tot taal- en letterkunde, die taalbeleide van Afrikaans; skryfonderrig en leesonderrig; multimediegebruik in die onderrig van letterkunde; rekenaarondersteunde taalonderrig, poësie vir die senior fase; kreatiwiteit en teksproduksie; assessering binne die taal en letterkunde (poësie, drama en roman) en die evaluering van leer-, onderrig- en ondersteuningsmateriaal.

*PP Afrikaans Eerste Addisionele Taal (Ond) [IP] 377*

Home department: CURRICULUM STUDIES

**13850 Afrikaans Eerste Addisionele Taal (Ond) [BEd] [FP] (new programme)****179 (15) Afrikaans Eerste Addisionele Taal (Ond) [FP] (2L, 1T) (new and old programme)**

Die module ontwikkel studente se vakkennis ten opsigte van kommunikasievaardighede – lees, luister, praat en skryf – ten einde in skoolverband te funksioneer. Studente word begelei in die onderrig van Afrikaans Eerste Addisionele Taal vir die Grondslagfase.

*Note: Only students who passed Afrikaans First Additional Language and whose home language is not Afrikaans, are admitted to this module. No home language speakers of Afrikaans are admitted to the module*

*Flexible assessment*

*C Language Education 124*

Home department: CURRICULUM STUDIES

**279 (15) Afrikaans Eerste Addisionele Taal (Ond) [FP] (2L, 1T)**

Die module stel studente bloot aan relevante inhoud en pedagogiese kennis vir vroeë geletterdheidsontwikkeling in Afrikaans Eerste Addisionele Taal.

*Flexible assessment*

*PP Afrikaans Eerste Addisionele Taal (Ond) [FP]*

Home department: CURRICULUM STUDIES

**379 (15) Afrikaans Eerste Addisionele Taal (Ond) [FP] (2L, 1T)**

Die module stel studente bloot aan relevante inhoud en pedagogiese kennis vir geletterdheidsontwikkeling in Afrikaans Eerste Addisionele Taal.

*Flexible assessment*

*PP Afrikaans Eerste Addisionele Taal (Ond) [FP] 279*

Home department: CURRICULUM STUDIES

**479 (15) Afrikaans Eerste Addisionele Taal (Ond) [FP] (3L)**

Hierdie module ontwikkel die student as 'n kulturele en linguïstiese geletterdheidsonderwyser. Verder word studente blootgestel aan relevante inhoud en pedagogiese kennis om responsiewe eerste addisionele taal- en geletterdheids onderrig in die Grondslagfase (graad R tot 3) te verseker.

*Flexible assessment*

*PP Afrikaans Eerste Addisionele Taal (Ond) [FP] 379*

Home department: CURRICULUM STUDIES

**13849 Afrikaans Huistaal (Ond) [BEd] [IP] (new programme)****177 (15) Afrikaans Huistaal (Ond) [IP] (2L, 1T) (new and old programme)**

Die module ontwikkel studente se vakkennis ten opsigte van taalkunde en jeuglektuur, asook hulle kennis en toepassing van teorieë van belang vir jeuglektuur. Studente word begelei in die onderrig van Afrikaans Huistaal vir die Intermediêre Fase.

*Flexible assessment*

*C To be taken simultaneously with Introduction to Language Education 124. Only students who passed Afrikaans Home Language and whose home language is Afrikaans are admitted to this module.*

Home department: CURRICULUM STUDIES

**277 (15) Afrikaans Huistaal (Ond) [IP] (3L)**

Die module is 'n inleiding tot Afrikaans as Huistaal, gebaseer op die KABV-beginsels van 2012 en moedertaal-onderrig. Die module is slegs vir tweedejaarstudente in die onderrig van Afrikaans.

Benaderings tot taalonderrig; letterkunde-onderrig; die herkoms van Afrikaans; visuele en kulturele geletterdheid, moedertaalonderrig; teksdinamika; verkenning van leeruitkomst; inleiding tot assessering binne die taal- en letterkunde (poësie).

*Flexible assessment*

*PP Afrikaans Huistaal (Ond) [IP] 177*

Home department: CURRICULUM STUDIES

**377 (15) Afrikaans Huistaal (Ond) [IP] (3L)**

Die module is 'n voortsetting van Afrikaans as Huistaal, gebaseer op die KABV-beginsels van 2012 en moedertaal-onderrig. Die module is slegs vir derdejaarstudente in die onderrig van Afrikaans.

Benaderings tot taalonderrig, letterkunde-onderrig; die variëteite van Afrikaans; visuele en kulturele geletterdheid, woordeboek- en multimediegebruik in die taal- en letterkundeonderrig; kinderpoësie; kreatiwiteit en teksproduksie; assessering binne die taal- en letterkunde (poësie en roman).

*Flexible assessment*

*Afrikaans Huistaal (Ond) [IP] 277*

Home department: CURRICULUM STUDIES

**477 (15) Afrikaans Huistaal (Ond) [IP] (2L, 1T)**

Die module is 'n diepteverkenning van Afrikaans as Huistaal gebaseer op die KABV-beginsels van 2012 en moedertaal-onderrig. Die module is slegs vir vierdejaarstudente wat die onderrig van Afrikaans hul roeping wil maak.

Teoretiese (epistemologiese) verantwoording vir 'n onderrigbenadering tot taal- en letterkunde; die taalbeleide van Afrikaans; skryf- en leesonderrig; multimediegebruik in die onderrig van letterkunde; rekenaarondersteunde taalonderrig, poësie vir die senior fase; kreatiwiteit en teksproduksie, assessering binne die taal- en letterkunde (poësie, drama en roman) en die evaluering van leer-, onderrig- en ondersteuningsmateriaal.

*PP Afrikaans Huistaal (Ond) [IP] 377*

Home department: CURRICULUM STUDIES

**13849 Afrikaans Huistaal (Ond) [BEd] [FP] (new programme)****179 (15) Afrikaans Huistaal (Ond) [FP] (2L, 1T) (new and old programme)**

Die module ontwikkel studente se vakkennis ten opsigte van taalkunde en jeuglektuur, asook hulle kennis en toepassing van teorieë van belang vir jeuglektuur. Studente word begelei in die onderrig van Afrikaans Huistaal vir die Grondslagfase.

*Flexible assessment*

*C To be taken simultaneously with Introduction to Language Education 124. Only students who passed Afrikaans Home Language and whose home language is Afrikaans, are admitted to this module.*

Home department: CURRICULUM STUDIES

**279 (15) Afrikaans Huistaal (Ond) [FP] (2L, 1T)**

Die module stel studente bloot aan relevante inhoud en pedagogiese kennis vir vroeë geletterdheidsontwikkeling in Afrikaans Huistaal.

*Flexible assessment*

*PP Afrikaans Huistaal (Ond) [BEd] [FP] 179*

Home department: CURRICULUM STUDIES

**379 (15) Afrikaans Huistaal (Ond) [FP] (2L, 1T)**

Die module stel studente bloot aan relevante inhoud en pedagogiese kennis vir geletterdheidsontwikkeling in Afrikaans Huistaal.

*Flexible assessment*

*PP Afrikaans Huistaal (Ond) [BEd] [FP] 279*

Home department: CURRICULUM STUDIES

**479 (15) Afrikaans Huistaal (Ond) [FP] (3L)**

Die module stel studente bloot aan sewe komponente:

- Spraak-, taal- en kommunikasiebehoefte van die kinders
- Geletterdheid en diversiteit
- Kultureel Responsiewe Geletterdheidsteorie en -praktyk
- Differensiasie tydens geletterdheids-onderrig
- Lees in die GF-klaskamer
- Beplanning en assessering van geletterdheidservarings
- Die ontwikkeling van kritiese geletterdheid by jong kinders.

*PP Afrikaans Huistaal (Ond) [BEd] [FP] 379*

Home department: CURRICULUM STUDIES



**12462 Afrikaans Kommunikasie [BEd] (old programme)****378 (10) Afrikaans Kommunikasie [ISP] (2L, 1T)**

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. 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.

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 tot spesifieke gebruike rondom geslag.

*Flexible assessment*

*This module cannot be taken by students who take Afrikaans (Ond).*

Home department: CURRICULUM STUDIES

**388 (10) Afrikaans Kommunikasie [FP] (2L, 1T)**

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. 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.

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 tot spesifieke gebruike rondom geslag.

*Flexible assessment*

*This module cannot be taken by students who take Afrikaans (Ond).*

Home department: CURRICULUM STUDIES

**12462 Afrikaans Kommunikasie [BEd] (new programmes)****377 (5) Afrikaans Kommunikasie [IP] (1L, 1T)**

'n Inleidende module oor kommunikasie in Afrikaans 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 skoolsituasies, tuis en in die alledaagse omgang.

Studente word blootgestel aan basiese lees- en skryfvaardighede in Afrikaans. Blootstelling word ook gegee aan Afrikaanse kulturele gebruike wat wissel van respek en ordentlikheid, familieverhoudinge, vorme van groet en verneem na ander se welstand en spesifieke gebruike rondom geslag.

*Flexible assessment*

*This module cannot be taken by students who take Afrikaans (Ond).*

Home department: CURRICULUM STUDIES

**379 (5) Afrikaans Kommunikasie [FP] (1L, 1T)**

'n Inleidende module oor kommunikasie in Afrikaans 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 en aanwysings te gee, versoeke te rig en te reageer op versoeke in die geteikende taal, met die fokus op situasies by die skool, tuis en in die alledaagse omgang.

Studente word blootgestel aan basiese lees- en skryfvaardighede in Afrikaans. Blootstelling word ook gegee aan Afrikaanse kulturele gebruike wat wissel van respek en ordentlikheid, familieverhoudinge, vorme van groet en die verneem na ander se welstand tot spesifieke gebruike rondom geslag.

*Flexible assessment*

*This module cannot be taken by students who take Afrikaans (Ond).*

Home department: CURRICULUM STUDIES

**57487 Afrikaans Language Acquisition****188 (24) Afrikaans as Second Language (3L, 2P)**

Only students with Afrikaans as First Additional Language and whose mother language is not Afrikaans are admitted to this module. No mother-language speakers of Afrikaans or students who passed Afrikaans as a Home Language may take this module.

An integrated approach is followed in the module to study the four communication skills – reading, listening, talking and writing.

Students encounter various methods of language study:

- Advanced interaction around thematically related texts (general and literary)
- Strategic reading and listening skills in academic lecture situations
- Relevant grammar study
- Visual media and film study
- Oral communication

*Notes*

1. Recommendations on the placing of students in Afrikaans as a Second Language 188 or in Afrikaans and Dutch 178 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 in the Faculty of Medicine and Health Sciences 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.

*A system of flexible assessment is used in Afrikaans as a Second Language 188.* Students are informed 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.

Home department: AFRIKAANS AND DUTCH

### **13736 Afrikaans-onderrig [PGCE]**

#### **771 (20) Afrikaans-onderrig (3L, 1P)**

This module is an in-depth exploration of Afrikaans as Home Language and Additional Language based on the CAPS principles of 2012 and mother-tongue education. The course is intended for students who already obtained a B-degree with at least Afrikaans and Dutch II and aim to make Afrikaans education their career. Theoretical (epistemological) accountability for the teaching approach to language and literature, writing and reading instruction; computer-assisted language learning; creativity and text production; assessment and evaluation of learning-, teaching- and support materials.

*Flexible assessment*

*PP Afrikaans and Dutch 278*

Home Department: CURRICULUM STUDIES

### **61484 Afrikaans-onderwys (Skoolvak) [MEd (Curriculum Studies)]**

#### **872 (40) Afrikaans-onderwys-spesialisering**

Afrikaans-onderwys.

Home department: CURRICULUM STUDIES

### **13737 Agricultural Sciences Teaching [PGCE]**

#### **771 (20) Agricultural Sciences Teaching (3L, 1P)**

Effective teaching approaches and methods in the teaching of Agricultural Sciences as subject including the following: Soil Science, Plant Studies, Animal Studies, Agricultural Economics, Agro-Ecology, Sustainable Resource Utilisation and Basic Biological and Chemical Concepts.

*Prerequisites:*

- Three-year degree.
- The following subjects are strongly recommended: Biology, Botany, Zoology, Chemistry, Physics, Earth/Soil Sciences, Biodiversity and Ecology, Geology

Home department: CURRICULUM STUDIES

### **51454 Arts and Culture (Ed) [BEd] (old programme)**

#### **278 (10) Music and Art [ISP] (2L, 2P)**

- 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.
- Music and dance in education, creative activities, playing instruments in groups, movement and dance.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**288 (10) Music and Art [FP] (2L, 2P)**

- 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.
- Music and dance in education, creative activities, playing instruments in groups, movement and dance.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**378 (10) Dance and Drama [ISP] (2L, 1P)**

*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.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**388 (10) Dance and Drama [FP] (2L, 1P)**

*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.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**10220 Assessment [PGDip (Higher Education) (Teaching and Learning)]****791 (30) Assessment in Higher Education**

Assessment in higher education:

- Purposes and types of assessment
- Principles of sound assessment
- Impact of assessment on learning
- Assessment methods
- Constructive alignment
- Educational evaluation
- Critical reflection.

*Core module*

Home department: CURRICULUM STUDIES

**60941 Assessment and Evaluation in Higher Education [MPhil (Higher Education)]****875 (10) Assessment**

Assessment and evaluation in higher education.

Home department: CURRICULUM STUDIES

**11513 Becoming a Teacher [BEd] (new programmes)****114 (10) Becoming a Teacher [IP] (2L)**

- Professional identity of teachers
- Philosophical and paradigmatic principles
- Ethics

*Flexible assessment.*

Home department: EDUCATIONAL PSYCHOLOGY

**114 (10) Becoming a Teacher [FP] (2L) (if you are repeating; last enrolment in 2021)**

- Professional identity of teachers
- Philosophical and paradigmatic principles
- Ethics

*Flexible assessment.*

Home department: EDUCATIONAL PSYCHOLOGY

**124 (15) Becoming a Teacher [FP] (2L, 1T) (if you are enrolling for the first time in 2021)**

- Professional identity of teachers
- Philosophical and paradigmatic principles
- Ethics
- The teacher as a caring professional
- The teacher as an educational theorist, and an exploration of the theories of learning and development as they pertain to younger learners
- The teacher as an agent for transformation
- Cognitive, social and emotional development – exploration of general theories and those that are developmental-stage specific
- Understanding and developing strategies for the promotion of wellness, resilience and self-care for the educator and the foundation phase learner
- Exploring emotional intelligence for personal and professional development
- Exploring the adversity quotient in navigating adversity in the school context
- Exploring models for classroom management in diverse contexts and in particular with foundation phase learners

*Flexible assessment.*

Home department: EDUCATIONAL PSYCHOLOGY

**13614 Botany Teaching A [ADE (FET Life Sciences Teaching)]****171 (15) Botany Teaching A (27L, 3P)**

- The scientific method
- The cell
- Plant tissues
- Plants responding to the environment
- Chemistry of life
- Mitosis
- ICT integration

Home department: SUNCEP

**13615 Botany Teaching B [ADE (FET Life Sciences Teaching)]****271 (15) Botany Teaching B (32L, 15P)**

- Energy flow through ecosystems
- Energy transformations
- Biodiversity (classification, microorganisms and evolutionary development of plants),
- Phylogeny
- Human impact on the environment (theory, practical and ethics)
- Data handling (ICT integration)

Home department: SUNCEP

**xxxxx Business Studies Education (school subject) [MEd (Curriculum Studies)]****872 (40) Specialisation in Business Studies Education**

This module encompasses extensive knowledge of critical issues and debates of curriculum theory and learning theories as it relates to Business Education. This module integrates contemporary global and national issues and interrogates business knowledge and understanding of pedagogy as contestable knowledge.

Home Department: CURRICULUM STUDIES

**13738 Business Studies Teaching [PGCE]****771 (20) Business Studies Teaching (3L, 1P)**

This module provides the pedagogical knowledge and principles to prepare students for the teaching of Business Studies at the senior/FET school level. The focus is also on the application of subject matter content knowledge, i.e. four key themes: business

environments, business ventures, business roles and business operations. Knowledge of curriculum policy and the preparation for teaching practice form a key component of this module.

*Flexible assessment*

*Prerequisite pass:*

- One of the following combinations at second-year level (or NQF level 6) up to 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 combinations, e.g. Financial Management 214(16) and Marketing Management 214(16).

For the Advanced Study option in Business Studies Teaching:

- One of the above combinations at third-year level (or NQF level 7) to a total of at least 32 credits, in other words:
  - Financial Management 314(16), 354(16) *or*
  - Marketing Management 314 (16), 344(16) *or*
  - Entrepreneurship and Innovation Management 314(16), 344(16) *or*
  - A 32-credit combination of any of the above combinations, e.g. Financial Management 314(16) and Marketing Management 314(16).

Home Department: CURRICULUM STUDIES

### **13563 Calculus [ADE (FET Mathematics Teaching)]**

#### **271 (9) Differential Calculus, Polynomial Functions, Applications**

After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach:

- Rate of change (gradient)
- Differential Calculus: First Principles and Rules
- Sketching and deriving formulae for Polynomial Functions (3<sup>rd</sup> degree)
- Applications of Calculus
- Incorporating ICT where applicable

Home department: SUNCEP

### **13454 Chemistry [ADE (SP Natural Sciences Teaching)]**

#### **171 (15) Chemistry – Matter and Material**

Atomic Structure and the Periodic Table of Elements, Particle Model of Matter and Properties of Materials, Chemical Reactions and Equations (oxygen with metals and non-metals), Acids and Bases (pH, Neutralisation, acids with metals, metal oxides, metal hydroxides and metal carbonates)

Home department: SUNCEP

### **13607 Chemistry Teaching: Chemical Change and Chemical Systems [ADE (FET Physical Science Teaching)]**

#### **271 (10) Chemistry Teaching: Chemical change and Chemical systems (22L, 10P)**

- Energy & chemical change
- Reaction rates
- Chemical equilibrium
- Redox reactions
- Electrochemical reactions
- Acids & bases
- Hydrosphere & Lithosphere
- Chemical industry (fertilisers)

Home department: SUNCEP

### **13610 Chemistry Teaching: Foundations of Chemistry [ADE (FET Physical Science Teaching)]**

#### **171 (10) Chemistry Teaching: Foundations of Chemistry (22L, 10P)**

- Matter, classification & kinetic theory
- Atomic structure & Periodic Table
- Chemical bonding
- Molecular structure

- Intermolecular forces
- Ideal gases & gas laws
- Physical & chemical change
- Stoichiometry

Home department: SUNCEP

### **13613 Chemistry Teaching: Organic Chemistry [ADE (FET Physical Science Teaching)]**

#### **271 (10) Chemistry Teaching: Organic Chemistry (22L, 10P)**

- Terminology and naming of organic compounds
- Physical properties of organic compounds
- Chemical reactions of organic compounds
- Plastics & Polymers

Home department: SUNCEP

### **64823 Child and Adult Psychopathology [MEd (Psych)]**

#### **873 (20) Child and Adult Psycho-pathology**

- Psychopathology: a multidimensional integrated model
- Child psychopathology
- Adult psychopathology

Home department: EDUCATIONAL PSYCHOLOGY

### **12899 Citizenship, Social Inclusion and Difference [PGDip (Higher Education) (Teaching and Learning)]**

#### **791 (30) Citizenship, Social Inclusion and Difference in Higher Education**

Students will cover a range of:

- 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

### **61042 Community Education [MPhil (Education and Training for Lifelong Learning)]**

#### **875 (10) Community Education**

Community education.

Home department: CURRICULUM STUDIES

### **13739 Computer Application Technology Teaching [PGCE]**

#### **771 (20) Computer Application Technology Teaching (3L, 1P)**

This module places emphasis on various topics within the subject Computer Application Technology taught at the FET phase school level. The module is intended for postgraduate Computer Application Technology education students who opted for this module as an elective, but it will also be useful to any student who wants to deepen his/her background in the ICT field and to offer Computer Application Technology as a specialisation subject.

*Flexible assessment*

*Three-year degree with prerequisite pass as follows:*

- Computer Science at first-year level (at least 32 credits)
- Socio-informatics at second-year level (at least 32 credits)

Home department: CURRICULUM STUDIES

### **61468 Continuing Professional Education [MPhil (Education and Training for Lifelong Learning)]**

#### **875 (10) Perspectives**

Perspectives.

Home department: CURRICULUM STUDIES

### **14076 Critical Issues and Debates [BEdHons]**

#### **771 (30) Critical Issues and Debates: Curriculum Change**

The module explores different approaches to curriculum change and analyses the factors that impact on the success and sustainability of various curriculum reform efforts.

*Flexible assessment*

Home department: CURRICULUM STUDIES

### **14080 Critical Issues and Debates [BEdHons]**

#### **771 (30) Critical Issues and Debates: Economic and Business Sciences Education**

This course provides the student with conceptual tools to critically engage key debates in the field of business education and the implications of these debates for the school curriculum. The following broad topics will be covered:

- overview of macroeconomic developments (positive and negative) and the national and global business environment: causes, issues and challenges
- the role of business in society in the 21st century – implications for business education
- curriculum development in business education
- business education as a curriculum innovation process
- teacher education and teacher learning in business education
- business education and inquiry into curriculum materials development
- business education and curriculum change in South Africa
- business education as contestable knowledge within the South African curriculum development process
- corporate citizenship and sustainability in business education
- research in business education.

*Flexible assessment*

Home department: CURRICULUM STUDIES

### **14082 Critical Issues and Debates [BEdHons]**

#### **771 (30) Critical Issues and Debates: Environmental Education**

This module provides students with conceptual tools to critically engage key debates in the field of environmental education, as well as the implications of these debates for the school curriculum. The following broad topics will be covered:

- the environmental crisis: root causes, issues and problems
- environmental education as a curriculum innovation process
- curriculum development in environmental education
- teacher education and teacher learning in environmental education
- environmental education and inquiry into curriculum materials development
- environmental education and curriculum change in South Africa
- environmental education and sustainability in South African curriculum processes
- indigenous knowledge in environmental education
- research in environmental education.

*Flexible assessment*

Home department: CURRICULUM STUDIES

### **14077 Critical Issues and Debates [BEdHons]**

#### **771 (30) Critical Issues and Debates: History Education (Not offered in 2021)**

The module explores issues in history education, as well as the factors that affect history education in the South African context.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**14081 Critical Issues and Debates [BEdHons]****771 (30) Critical Issues and Debates: Mathematics Education**

This module provides students with conceptual tools to critically engage key debates in the field of mathematics education, as well as the implications of these debates for the school curriculum. The following broad topics will be covered:

- mathematics as a discipline and mathematics as a school subject
- curriculum development in mathematics education
- teacher development and teacher learning in mathematics education
- curriculum and assessment issues in mathematics education
- research in mathematics education.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**14083 Critical Issues and Debates [BEdHons]****771 (30) Critical Issues and Debates: Physical Education**

This module prepares students to approach the subject of physical education with a critical lens inside and outside the school context, and to reflect on the implications that decolonisation holds for present and future school curricula. The following broad topics will be covered:

- historical streams in physical education
- physical education in- and outside the school context
- physical education curriculum development
- teacher training in physical education
- physical education in a changing South African curriculum context
- curriculum design for physical education
- contemporary issues relating to physical education.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**14078 Critical Issues and Debates [BEdHons]****771 (30) Critical Issues and Debates: Science Education**

This module emphasises various topics:

- the history of science education, focusing on curriculum changes in South Africa (OBE and CAPS)
- inquiry into science curriculum development
- theories in science education, such as Bloom's cognitive levels, constructivism, intended and enacted science curriculum
- teacher education and teacher learning in science education
- pedagogical content knowledge, nature of science, scientific literacy and scientific inquiry
- issues related to science education and technology, and science education and indigenous knowledge
- research into science education by means of document or data analysis.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**14445 Critical Perspectives for Foundation Phase Studies [BEdHons]****775 (20) Critical Perspectives for Foundation Phase Studies**

The module explores the different literacies implemented in the foundation phase. This course provides the student with conceptual tools to critically engage key debates in the field of foundation phase studies. By doing so, students will be able to critically analyse foundational disciplinary knowledge, as well as the pedagogical content knowledge of the foundation phase teacher.

*Assessment: Flexible assessment*

Home department: CURRICULUM STUDIES

**61085 Curriculum and Programme Design in Higher Education [MPhil (Higher Education)]****875 (10) Design**

Programme design in higher education.

Home department: CURRICULUM STUDIES



**13438 Curriculum Management [ADE (Teaching)]****171 (6) Curriculum Management**

Management of a subject, management of a learning area, management of a phase, lead teachership

Home department: SUNCEP

**271 (6) Curriculum Management [ADE in Mathematical Literacy Teaching]**

Management of a subject, management of a learning area, management of a phase, lead teachership.

Home department: SUNCEP

**54526 Curriculum Studies****144 (10) Curriculum Studies [BEd] (old programme) (2L, 1T)**

- 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) [BEd] [ISP] (old programme) (3L, 1T)**

- 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).

*Flexible assessment*

Home department: CURRICULUM STUDIES

**488 (20) Assessment and Research (Practice) [BEd] [FP] (old programme) (3L, 1T)**

- 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).

*Flexible assessment*

Home department: CURRICULUM STUDIES

**771 (8) Curriculum Studies [PGCE] (2L)**

- Curriculum Studies as a field of study
- Curriculum theory
- Curriculum design
- Teaching-learning facilitation strategies (include teaching methods and approaches e.g. presentation methods, discussion, self-activity, group work, experiential learning)
- The teacher as a curriculum agent
- Evaluation and assessment

Home department: CURRICULUM STUDIES

**812 (25) 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

**872 (40) Curriculum Studies Specialisation [MEd (Curriculum Studies)]**

Curriculum Studies.

Home department: CURRICULUM STUDIES

**879 (180) Anchor Module: Curriculum Studies [MEd]**

Further particulars are provided under the alphabetically listed subjects in the programme.

Home department: CURRICULUM STUDIES

**54526 Curriculum Studies [BEdHons]****772 (30) Curriculum Studies: Key Moments, Concepts and Debates**

This module initiates students into an advanced study of curriculum. It provides students with an understanding of the history of the field (Curriculum Studies) internationally and in South Africa. It also provides them with the competencies to critically analyse key moments, theories, concepts and debates within the field.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**61581 Curriculum Studies (Afrikaans) [BEdHons]****711 (15) Afrikaans Curriculum Studies**

Specialise and demonstrate the ability to teach Afrikaans in one of the following:

- Afrikaans Literature
  - at FET or GET level
  - Children and Youth Literature
- Reading and writing
  - motivation
  - support
  - teaching reading strategies
- Language Education, including
  - Home language and assessment in the FET phase
  - Additional Language and assessment in the FET phase
  - Computer based language education
  - Creative writing
  - Text dynamics, visual and cultural literacy
  - Creative thinking
- Literacy
- Mother Tongue education
- Cultural and social language
- Varieties of Afrikaans.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**13829 Curriculum Theory [BEd] [IP] (new programme)****277 (10) Curriculum Theory (2L)**

Teaching strategies: Lectures and class discussions, self-study knowledge, skills and values, background knowledge and understanding of Curriculum Theories and Curriculum Development.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**13562 Data Handling [ADE]****271 (14) Data Handling (IP Mathematics Teaching)**

After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach:

- Data representation
- Data interpretation and reporting
- Ungrouped data.
- Probability experiments.
- Incorporating ICT where applicable

Home department: SUNCEP

**272 (14) Data Handling (SP Mathematics Teaching)**

After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach:

- Statistics
- Probability
- Incorporating ICT where applicable

Home department: SUNCEP

**273 (14) Data Handling (FET Mathematics Teaching)**

After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach:

- Statistics
- Probability
- Incorporating ICT where applicable

Home department: SUNCEP

**65862 Development and Learning [BEd] (new programmes)****224 (10) Development and Learning [FP and IP] (2L, 1T)**

- Contextualisation of human development
- The learning theoretical perspectives relating to children and adolescents
- The theoretical developmental perspectives regarding children and adolescents

*Assessment:*

- Relevant assignments and tests to assess the expected outcomes.
- One two-hour examination to assess the expected outcomes of the module.

Home Department: EDUCATIONAL PSYCHOLOGY

**13111 Development and Support [MEd (Psych)]****875 (30) Development and support**

- Learning support
- Psychotherapy
- Community Psychology
- Career counselling

Home department: EDUCATIONAL PSYCHOLOGY

**13468 Development, Organisations and Education Policy [BEdHons]****713 (15) Development, Organisations and Education Policy**

The focus of the module Development, Organisations, and Education Policy is to understand, synthesise, debate, and critically review global and local shifts in educational systemic formulations, as well as the policy processes that have led to a greater focus on organisational management within schools. The module's main aim is showing and analysing at *the conceptual level* the need to develop strategies and management structures (a worldwide phenomenon) to support changing schooling conditions and challenges.

*Flexible assessment*

Home Department: EDUCATION POLICY STUDIES

**14145 Digital Pedagogy for Language Learning [BEdHons]****744 (15) Digital Pedagogy for Language Learning**

This module focuses on the use of mobile technologies in language education. In particular, students will learn to use the 'signature pedagogies' of mobile devices, namely, learning which is not bounded by time and space and which is characterised by high levels of personalisation, authenticity and collaboration.

*Flexible Assessment*

Home department: CURRICULUM STUDIES

**13740 Drama Teaching [PGCE]****771 (20) Drama Teaching (3L, 1P)**

This module places emphasis on various topics within the subject Dramatic Arts as taught at the FET phase on school level. The module is intended for postgraduate Drama education students who opted for this module as an elective, but will also be useful to any student who wants to deepen his/her background in the drama as school subject and to offer it as a specialisation subject.

*Flexible assessment*

*PP Drama B-degree (at least 48 credits), or the equivalent.*

Home department: CURRICULUM STUDIES

**13451 Earth and Beyond [ADE (Senior Phase Natural Sciences Teaching)]****271 (15) Earth and Beyond**

The Earth as system, Relationship of Sun, Earth and Moon, The Solar System and Beyond and Birth, Life and Death of Stars

Home department: SUNCEP

**59196 Economic and Management Sciences (Ed) [BEd] (old programme)****178 (10) Economic and Management Sciences [ISP and FP] (2L)**

- 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

**278 (15) Economic and Management Sciences [ISP] (3L)**

- 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.

*PP Economic and Management Sciences (Ed) 178*

Home department: CURRICULUM STUDIES

**378 (20) Economic and Management Sciences [ISP] (4L)**

- Economic cycle – including the foreign sector
- Management, consumer and financial knowledge and skills
- Degree-related application of learning content
- Presentation skills.

*PP Economic and Management Sciences (Ed) 278*

Home department: CURRICULUM STUDIES

**478 (20) Economic and Management Sciences [ISP] (4L)**

- 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.

*PP Economic and Management Sciences (Ed) 378*

Home department: CURRICULUM STUDIES

**13741 Economics Teaching [PGCE]****771 (20) Economics Teaching (3L, 1P)**

This module provides the pedagogical knowledge and principles to prepare students for the teaching of Economics at the senior/FET school level. The focus is also on the application of subject matter content knowledge, i.e. four key themes: macroeconomics, microeconomics, economic pursuits and contemporary economic issues. Knowledge of curriculum policy and the preparation for teaching practice form a key component of this module.

*Flexible assessment*

*Prerequisite pass:*

- Economics at second-year level (or NQF level 6) (minimum of 32 credits), that is Economics 214(16) and 244(16) or the equivalent.

*Please note:* Economics 288(32) does not meet the requirements for admission.

For the Advanced Study option in Economics Teaching:

- Economics at third-year level (NQF level 7) (at least 32 credits), or the equivalent.

Home Department: CURRICULUM STUDIES

**61271 Educational and Psychological Assessment [MEd (Psych)]****874 (20) Assessment**

- Psychological assessment
- Report writing in Educational Psychology
- Assessment for career development

Home department: EDUCATIONAL PSYCHOLOGY

**11515 Educational Evaluation and Research [BEd] [IP] (new programme)****377 (5) Educational Evaluation and Research (1L) (1T)**

- Curriculum inquiry: introduction to relevant research approaches and reporting research
- Teachers as curriculum developers and researchers linked to research projects and school visitation

*Flexible assessment*

Home department: CURRICULUM STUDIES

**13466 Educational Leadership and Management****771 (6) Educational Leadership and Management [PGCE] (1L)**

The aim of the module is to introduce students to critical theoretical frameworks and approaches with regard to educational governance, leadership, policy and management. The main focus of the module is to enhance students' understanding of their classroom management practices in the context of the school, community as well as the national and international society and to address teaching and management challenges through the introduction of innovative learning management systems.

Home department: EDUCATION POLICY STUDIES

**744 (15) Educational Leadership and Management [BEdHons]**

The aim of the module on Educational Leadership and Management is to expose students to a conceptual analysis of how educational leadership and management are constituted. This module offers students the space to engage with, and actively participate in three inter-connecting themes, namely, "Managing resistance to manage change", "Cultivating operative change", and "Power and empowerment in educational leadership".

*Flexible assessment*

Home Department: EDUCATION POLICY STUDIES

**49221 Educational Perspectives [ADE (Teaching)]****171 (6) Educational perspectives**

Educational perspectives including: Knowledge of education systems, knowledge of educational contexts and understanding of educational policies

Home department: SUNCEP

**21903 Educational Psychology****124 (10) Development and Learning [BEd] (old programme) (2L, 1T)**

- 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) Learner Diversity [BEd] [ISP] (old programme) (2L, 1T)**

- The theoretical perspectives.
- The continuum of barriers to learning and development.
- Inclusive education.
- Intrinsic and extrinsic barriers.
- The culture and management of the inclusive classroom.
- Partnerships between the family, school and community.

Home department: EDUCATIONAL PSYCHOLOGY

**388 (20) Learner Diversity [BEd] [FP] (old programme) (2L, 1T)**

- The theoretical perspectives.
- The continuum of barriers to learning and development.
- Inclusive education.

- Intrinsic and extrinsic barriers.
- 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 [BEd] [ISP and FP] (old programme) (2L, 1T)**

- 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

#### **771 (8) Educational Psychology [PGCE](2L)**

- Adolescence as human developmental phase
- The learning process (including learning theories, learning preferences, cognitive strategies and the role of affect)
- Some barriers to optimal development and learning
- Learning support strategies

*Flexible assessment*

Home department: EDUCATIONAL PSYCHOLOGY

### **54623 Educational Psychology [MEd (Psych)]**

#### **877 (240) Educational Psychology**

Further particulars are provided under the alphabetically listed subjects of the programme.

Home department: EDUCATIONAL PSYCHOLOGY

### **61298 Educational Research**

#### **711 (10) Educational Research [BEdHons] (new programme)**

The module introduces students to research paradigms that inform methodological choices made in conducting different types of educational research. It also introduces students to different research designs used in educational research, to how knowledge is legitimated in educational research and potential ethical dilemmas that could be faced in conducting educational research. The module will provide students with the knowledge and skills to develop a research proposal for honours degree studies.

*Assessment: Assignments and a written examination*

Home department: CURRICULUM STUDIES

#### **813 (25) Research [MEd (Curriculum Studies)]**

Educational Research

Home department: CURRICULUM STUDIES

### **65811 Educational Support [MEd]**

#### **879 (180) Educational Support**

Further particulars are provided under the alphabetically listed subjects of the programme.

Home department: EDUCATIONAL PSYCHOLOGY

### **13456 Education and Society [BEdHons] (new programme)**

#### **744 (15) Education and Society**

This module focuses on education within local, national and global context. It concentrates on the relationship between educational processes and social change, with reference to comparative and international debates. It gives consideration to the complex processes and dynamics involved in educational development and reform in Southern African countries.

*Flexible assessment: Assignments and exam*

Home Department: EDUCATION POLICY STUDIES

**54577 Education and Training for Lifelong Learning [MPhil]****879 (180) Education and Training for Lifelong Learning**

Further particulars are provided in the alphabetically listed subjects of the programme.

Home department: CURRICULUM STUDIES

**13457 Education in Democracy [BEdHons]****711 (15) Education in Democracy**

The Education in Democracy module provides students and practitioners with an opportunity to critically explore two key essentially contested concepts in modern contemporary societies: education and democracy. Using several theoretical lenses, there is scope for deliberating how education can be enacted in a democracy. In moving from education to democratic education a space is created where individuals can act, where they can bring their beginnings into the world, where they can critically understand themselves, their social world, and their relation to the social world.

*Flexible assessment*

Home department: EDUCATION POLICY STUDIES

**13997 Education Policy and Management [BEd]****379 (10) Education Policy and Management [FP] (2L) (if you are repeating; the last enrolment is in 2021)**

The aim of the module on Education, Policy and Management (BEd) is to introduce students to theoretical frameworks and approaches with regard to educational governance, leadership, policy and management. The main focus of the module is to enhance students' understanding of their classroom management practices in the context of the school, community as well as the national and international society and to address teaching and management challenges through the introduction of innovative learning management systems.

*Flexible assessment.*

Home department: EDUCATION POLICY STUDIES

**389 (15) Education Policy and Management [FP] (2L, 1T) (if you are enrolling for the first time in 2021)**

The aim of the module on Education, Policy and Management (BEd) is to introduce students to theoretical frameworks and approaches with regard to educational governance, leadership, policy and management. The main focus of the module is to enhance students' understanding of their classroom management practices in the context of the school and community, as well as the national and international society, and to address teaching, management and policy challenges through the introduction of innovative learning management systems.

*Flexible assessment.*

Home department: EDUCATION POLICY STUDIES

**377 (10) Education Policy and Management [IP] (2L)**

The aim of the module on Education, Policy and Management (BEd) is to introduce students to theoretical frameworks and approaches with regard to educational governance, leadership, policy and management. The main focus of the module is to enhance students' understanding of their classroom management practices in the context of the school, community as well as the national and international society, and to address teaching and management challenges through the introduction of innovative learning management systems.

*Flexible assessment.*

Home department: EDUCATION POLICY STUDIES

**50261 Education Policy Studies****879 (180) Education Policy Studies [MEd]**

Further particulars are provided in the alphabetically listed subjects of the programme.

Home department: EDUCATION POLICY STUDIES

**24015 English (Ed) [BEd] [ISP] (old programme)****278 (15) English (3L)**

- 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.

*Flexible assessment.*

*PP English Studies 178*

Home department: CURRICULUM STUDIES

**378 (20) English (4L)**

- 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.
- Lesson planning and materials development and adaptation.
- Extensive reading programme.

*Flexible assessment*

*PP English (Ed) [ISP] 278*

Home department: CURRICULUM STUDIES

**478 (20) English (4L)**

- English language teaching methodology: the development of a comprehensive literacy programme to help learners develop advanced literacy skills through text analysis and composition.
- Children's literature.
- Lesson planning, materials development and adaptation.
- Extensive reading programme.

*Flexible assessment*

*PP English (Ed) [ISP] 378*

Home department: CURRICULUM STUDIES

**54836 English (Ed) [BEd] [FP] (old programme)****284 (15) English (3L)**

- Introduction to approaches to and methods of English language teaching suitable for the Foundation Phase in a multilingual South Africa.
- The structure of English.
- Study of a variety of literary and academic texts.

*Flexible assessment*

*PP English Studies 178*

Home department: CURRICULUM STUDIES

**384 (15) English (3L)**

- 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.
- Children's literature.
- Extensive reading programme.

*Flexible assessment*

*PP English (Ed) [FP] 284*

Home department: CURRICULUM STUDIES

**484 (15) English (3L)**

- 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.
- Children's literature.
- Extensive reading programme.

*Flexible assessment*

*PP English (Ed) [FP] 384*

Home department: CURRICULUM STUDIES

**12476 English as Language of Learning and Teaching [BEd] (old programme)****278 (5) English as Language of Learning and Teaching [ISP] (1L, 1T)**

The effective use of English as a tool of communication and as a medium of instruction.

*Flexible assessment*

Home department: CURRICULUM STUDIES



**288 (5) English as Language of Learning and Teaching [FP] (1L, 1T)**

The effective use of English as a tool of communication and as a medium of instruction.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**14264 English as a Language of Learning and Teaching [PGCE]****771 (5) English as a Language of Learning and Teaching (1L)**

Effective use of English as a language of learning and teaching in all school subjects.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**61646 English Curriculum Studies [BEdHons]****711 (15) English Curriculum Studies**

A critical reflection on the role of English in a “globalising” world will be the basis for a research-based analysis and evaluation of current English language teaching curricula and practices at all levels of education.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**61549 English Education (School subject) [MEd (Curriculum Studies)]****872 (40) Specialisation in English Language Education**

The module is generally tailored to suit the students’ particular needs and interests, with a strong focus on the following issues:

- 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

**14246 English First Additional Language (Ed) [IP] (BEd: new programme)****177 (15) English First Additional Language (Ed) [IP] (2L, 1T)**

Situating English in its global context, mastering the grammatical system and developing literary analytical tools.

*Flexible assessment*

*C Language Education 124*

Home department: CURRICULUM STUDIES

**277 (15) English First Additional Language (Ed) [IP] (2L, 1T)**

This module builds on and encourages the application of core language teaching theories and strengthens students’ English subject knowledge. Students are guided to select appropriate fiction and non-fiction texts for grades 4 to 6 and to develop strategies for encouraging reading comprehension. The development of fluent, accurate and complex language-learners is viewed as a key goal of this module. Understanding variability in additional language use is a key component of language teaching to this group of learners.

*Flexible assessment*

*PP English First Additional Language (Ed) [IP] 177*

Home department: CURRICULUM STUDIES

**377 (15) English First Additional Language (Ed) [IP] (3L, 1T)**

Distinguish between the requirements of the English Home Language and English First Additional Language curriculum. Develop a multilingual approach to language and literacy development with strong focus on understanding and supporting daily instruction in a Grade 4-6 FAL English classroom.

*Flexible assessment*

*PP English First Additional Language (Ed) [IP] 277*

Home department: CURRICULUM STUDIES

**477 (15) English First Additional Language (Ed) [IP] (3L, 1T)**

Develop a comprehensive, research-based language and literacy instruction programme with strong focus on understanding and supporting daily instruction in a Grade 4-6 FAL English classroom.

*Flexible assessment*

*PP English First Additional Language (Ed) [IP] 377*

Home department: CURRICULUM STUDIES

**14246 English First Additional Language (Ed) [BEd] [FP] (new programme)****179 (15) English First Additional Language (Ed) [FP] (2L, 1T)**

Situating English in its global context, mastering the grammatical system and developing literary analytical tools.

*Flexible assessment*

*C Language Education 124*

Home department: CURRICULUM STUDIES

**279 (15) English First Additional Language (Ed) [FP] (2L, 1T)**

This module builds on and encourages the application of core language teaching theories and strengthens students' English subject knowledge. Students are guided to select appropriate fiction and non-fiction texts for grades R to 3 and to develop strategies for encouraging reading comprehension. This module is differentiated from the Home Language module when it pertains to specific aspects that are peculiar to additional language teaching (knowledge and practices).

*Flexible assessment*

*PP English First Additional Language (Ed) [FP] 179*

Home department: CURRICULUM STUDIES

**379 (15) English First Additional Language (Ed) [FP] (3L, 1T)**

Develop a comprehensive, research-based first additional language instruction programme with strong focus on reading and writing in English as a first additional language in Grade R-3. There is also a focus on the increased literacy demands in preparation for the use of English as a language of learning and teaching in grade 4.

*Flexible assessment*

*PP English First Additional Language (Ed) [FP] 279*

Home department: CURRICULUM STUDIES

**479 (15) English First Additional Language (Ed) [FP] (3L, 1T)**

Develop a comprehensive, research-based first additional language instruction programme with strong focus on understanding and supporting the role of English as a first additional language in Grade R-3 and the increased literacy demands in that language when learners start using English as a language of learning and teaching in grade 4.

*Flexible assessment*

*PP English First Additional Language (Ed) [FP] 379*

Home department: CURRICULUM STUDIES

**14248 English Home Language (Ed) [IP] (BEd: new programme)****177(15) English Home Language (Ed) [IP] (2L, 1T)**

Situating English in its global context, mastering the grammatical system and developing literary analytical tools.

*Flexible assessment*

*C Language Education 124*

*Home department: CURRICULUM STUDIES*

**277(15) English Home Language (Ed) [IP] (2L, 1T)**

This module builds on and encourages the application of core language teaching theories and strengthens students' English subject knowledge. Students are guided to select appropriate fiction and non-fiction texts for grades 4-6 and to develop strategies for encouraging reading comprehension. The development of fluent, accurate and complex language-learners is viewed as a key goal of this module.

*Flexible assessment*

*PP English Home Language (Ed) [IP] 177*

Home department: CURRICULUM STUDIES

**377(15) English Home Language (Ed) [IP] (3L, 1T)**

This module equips students to challenge and stimulate home language learners to attain academic literacy in preparation for the senior phase. Advanced literacy proficiency and reading comprehension form the core of the module.

*Flexible assessment*

*PP English Home Language (Ed) [IP] 277*

Home department: CURRICULUM STUDIES

**477(15) English Home Language (Ed) [IP] (3L, 1T)**

This module equips students to challenge and stimulate home language learners to attain the higher levels of literacy demanded by their imminent entry into high school. This module also strengthens students' abilities to research and critically reflect on their own practice as they prepare to enter the teaching profession. Students will also be prepared for the affordances of technology in the classroom and for developing learners' digital literacy in English.

*Flexible assessment*

*PP English Home Language (Ed) [IP] 377*

Home department: CURRICULUM STUDIES

**14248 English Home Language (Ed) [BEEd] [FP] (new programme)****179 (15) English Home Language (Ed) [FP] (2L, 1T)**

Situating English in its global context, mastering the grammatical system and developing literary analytical tools.

*Flexible assessment*

*C Language Education 124*

Home department: CURRICULUM STUDIES

**279 (15) English Home Language (Ed) [FP] (2L, 1T)**

This module builds on and encourages the application of core language teaching theories and strengthens students' English subject knowledge. Students are guided to select appropriate fiction and non-fiction texts for grades R-3 and to develop strategies for encouraging reading comprehension.

*Flexible assessment*

*PP English Home Language (Ed) [FP] 179*

Home department: CURRICULUM STUDIES

**379 (15) English Home Language (Ed) [FP] (3L, 1T)**

Manage a comprehensive, research-based home language and academic literacy instruction programme that develops home language learners' proficiency in preparation for Grade 4. Consideration is also given to accommodating FAL learners in the home language English classroom.

*Flexible assessment*

*PP English Home Language (Ed) [FP] 279*

Home department: CURRICULUM STUDIES

**479 (15) English Home Language (Ed) [FP] (3L, 1T)**

Develop a comprehensive, research-based home language and literacy instruction programme with strong focus on understanding and supporting daily instruction in Grade R-3 and the increased literacy demands in the transition to grade 4. Consideration is also given to accommodating FAL learners in the home language English classroom.

*Flexible assessment*

*PP English Home Language (Ed) [FP] 379*

Home department: CURRICULUM STUDIES

**13743 English Language Teaching [PGCE]****771 (20) English Language Teaching (2L, 2P)**

The principles of English language acquisition and development in a global and South African context, taking local curricula and English language needs into account.

*Flexible assessment*

*Prerequisite pass:*

For teaching English as a First Additional Language:

- English Studies at second-year level (or NQF level 6) (at least 32 credits), or the equivalent

*or*

- Applied English Language Studies (AELS) at second-year level (or NQF level 6) (at least 32 credits), or the

equivalent.

For teaching English as a Home Language:

- English Studies at third-year level (at least 32 credits) or equivalent studies in English literature.

For the Advanced Study option in English Language Teaching:

- English Studies at third-year level (or NQF level 7) (at least 32 credits) or equivalent studies in English literature.

Home Department: CURRICULUM STUDIES

### **53880 English Studies [BEEd] (old programme)**

#### **178 (24) Literature and Language in Context (1L, 2S)**

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.

All students take the following lecture components:

- Text and Context
- Film Studies
- Prose
- Drama

#### *Method of assessment*

The Department follows a system of flexible assessment, with marks accruing from formal tests and tutorial written work which includes essays. See Course Prospectus for details.

#### *Notes*

1. The pass mark for English Studies 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.
2. Full details of the modules may be found in the Course Prospectus, available from the Department, or on the Department's web site at:  
[www.sun.ac.za/english/faculty/arts/english](http://www.sun.ac.za/english/faculty/arts/english)

Home department: ENGLISH

### **49204 Environmental Education**

#### **872 (40) Specialisation in Environmental Education [MEd (Curriculum Studies)]**

Environmental Education.

Home department: CURRICULUM STUDIES

### **61026 Facilitation Skills [MPhil Education and Training for Lifelong Learning]**

#### **875 (20) Perspectives**

Perspectives.

Home department: CURRICULUM STUDIES

### **56847 Financial Mathematics [ADE FET (Mathematics Teaching)]**

#### **171 (9) Finance, Growth and Decay**

After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach...

- Use simple and compound growth formulae
- Use simple and compound decay formulae
- Interest
- Exchange rates
- The effect of different periods of compounding growth and decay (including effective and nominal interest rates)
- Apply knowledge of geometric series to solve annuity and bond repayment problems.
- Critically analyse different loan options
- Incorporating ICT where applicable

Home department: SUNCEP

**14146 Foreign Language Teaching [PGCE]****771 (20) Foreign Language Teaching (3L,1T)**

The principles of second-language acquisition and development in the South African context, taking local curricula into account.

*Flexible Assessment*

Home department: CURRICULUM STUDIES

**61050 Foundations of Research [MPhil Higher Education/Education and Training for Lifelong Learning]****875 (10) Foundations**

Foundations of research.

Home department: CURRICULUM STUDIES

**13435 General Pedagogy [ADE (Teaching)]****171 (6) General Pedagogy**

Learning Theories, Instructional Theories, Educational Psychology

Home department: SUNCEP

**61557 Geography Education (School subject) [MEd (Curriculum Studies)]****872 (40) Specialisation in Geography Education**

Geography Education.

Home department: CURRICULUM STUDIES

**13744 Geography Teaching [PGCE]****771 (20) Geography Teaching (3L, 1P)**

This module places emphasis on various topics and focus areas in Geography Education: geography as academic discipline and school subject – key concepts, knowledge, skills, attitudes and values; the value of Geography teaching in a changing world; continuity and progression in the stated curriculum; the importance of phase, grade and term planning towards quality teaching; lesson planning that reflects different subject purposes and school realities; geographical enquiry as a teaching approach; map work skills and techniques; integration of Information Communication Technologies; other teaching strategies: fieldwork, newspaper geography, visits to significant places and institutions, exposure to experts; using assessment to enhance quality learning and teaching

The module is intended for postgraduate Geography Education students who opted for this module as an elective, but will also be useful to any student who wants to deepen his/her background in Geography and offer it as a specialisation subject.

*Flexible assessment*

*PP Candidates must have passed second-year Geography [at least 64 (2 x 32) credits], or the equivalent*

Home department: CURRICULUM STUDIES

**13559 Geometry [ADE (FET Mathematics Teaching)]****271 (22) Geometry**

After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach:

- Euclidean Geometry
- Analytical Geometry
- Measurement within a geometry context
- Incorporating ICT where applicable

Home department: SUNCEP

**13745 German Teaching [PGCE]****771 (20) German Teaching (3L, 1P)**

A practical approach to teaching German as a Second Additional Language in order to assure that learners acquire the prescribed specific subject aims as stated in the curriculum.

*Flexible assessment.*

*PP 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 a second additional language.

Home department: CURRICULUM STUDIES

**13824 Grade R Theory and Practice [BEd] [FP] (new programme)****279 (15) Grade R Theory and Practice (2L)**

- Knowledge about the major curriculum approaches and issues in early childhood education.
- Important concepts relevant to curriculum and instruction in early childhood education.
- Theoretical frameworks in early childhood education and the Grade R curriculum.
- ECE curriculum models and approaches.
- Subject areas (Language and Literacy, mathematics and Life Skills) and developmental domains in early childhood Grade R programs.
- The development of a personal perspective of Grade R teaching, learning and classroom practice.

*C Practical Learning 279*

Home department: CURRICULUM STUDIES

**49492 Higher Education [MPhil] (last intake in 2020)****879 (180) Name of Programme: Higher Education**

Further particulars are provided under the alphabetically listed subjects of the programme.

Home department: CURRICULUM STUDIES

**14256 Higher Education Studies [MPhil (Higher Education Studies)] (first intake in 2021)****879 (180) Higher Education Studies (anchor module)**

Further particulars are provided under the alphabetically listed subjects of the programme in this chapter.

Home department: CURRICULUM STUDIES

**13731 History and Sociology of Education [PGCE]****771 (8) History and Sociology of Education (2L)**

This module explores educational processes and practices in their specific social contexts. The module applies social theories of education to an understanding of school and classroom educational practices. It further explores the interaction of systemic, institutional, and individual dimensions within schools, as a way of conceptually engaging with the multiple dynamics of class, race, culture, language and gender in both its historical and sociological form. Utilising historical and sociological lenses, the goal of the module is to provide a critical awareness of the nature, status, and form of contemporary education in South Africa.

Home department: EDUCATION POLICY STUDIES

**54283 History Teaching [PGCE]****771 (20) History Teaching (2L, 2P)**

This module critically investigates pedagogical aspects of history education. It aims to equip students with a theoretical foundation from which they may explore practical issues regarding history education.

*Prerequisite pass:*

- History at second-year level (at least 32 credits) or Ancient Cultures at third-year level (at least 48 credits at third-year level) or Political Science at third-year level (at least 48 credits at third-year level).

*Flexible assessment*

Home department: CURRICULUM STUDIES

**11516 ICTs for Learning****179 (10) Information Communication Technologies (ICTs) for Learning [BEd] [FP] (new programme) (1L, 1T)**

This module gives an introduction to information technology. Students will have a working understanding of selected software applications such as word processing, spreadsheets and presentations that are necessary for communication and information purposes for teachers in schools.

*Flexible assessment.*

Home department: CURRICULUM STUDIES

**277 (10) Information Communication Technologies (ICTs) for Learning [BEd] [IP] (new programme) (1L, 1T)**

This module gives an introduction to information technology. Students will have a working understanding of selected software applications such as word processing, spreadsheets and presentations that are necessary for communication and information purposes for teachers in schools.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**771 (10) Information Communication Technologies (ICTs) for Learning [PGCE] (1L, 1T)**

A PGCE student who did not complete a computer or computer use module during their undergraduate studies, must register for this additional module to comply with the policy on minimum requirements for teacher education qualifications.

This module offers an introduction to information technology. Students will have a working understanding of selected software applications, such as word processing, spreadsheets and presentations, which are necessary for general use in schools and for the communication and information purposes of teachers.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**12901 ICTs for Teaching and Learning [PGDip (Higher Education) (Teaching and Learning)]****791 (30) ICTs for Teaching and Learning in Higher Education**

The module gives students the opportunity to analyse their contexts, design and develop, implement, evaluate and reflect on a technology-enhanced learning intervention.

*Elective module*

Home department: CURRICULUM STUDIES

**54461 Inclusive Education****873 (20) Inclusive Education [MEd (Psych)]**

- Metatheoretical framework
- International and national perspectives on inclusive education
- Educational Psychology as a profession
- Learners with disabilities

Home department: EDUCATIONAL PSYCHOLOGY

**12486 Inclusive Education, Assessment and Learning Support [MEd (Educational Support)]****873 (30) Inclusive Education, Assessment and Learning Support**

- Inclusive education
- Barriers to learning
- Assessment and learning support

Home department: EDUCATIONAL PSYCHOLOGY

**53899 Information Skills****172 (6) Information and Computer Competence (1L, 1P)**

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.

*Flexible assessment*

*Formula for Final mark: The class mark counts as the final mark.*

Home department: INFORMATION SCIENCE

**13746 Information Technology Teaching [PGCE]****771 (20) Information Technology Teaching (3L, 1P)**

This module places emphasis on various topics within the subject Information Technology taught at the FET phase school level. The module is intended for postgraduate Information Technology education students who opted for this module as an elective, but will also be useful to any student who wants to deepen his/her background in the Information Technology and to offer Information Technology as a specialisation subject.

*Flexible assessment.*

*Three-year degree with prerequisite pass as follows:*

- Computer Science at second-year level (at least 32 credits.)

Home department: CURRICULUM STUDIES

**13458 Interpretive Research [BEdHons]****711 (5) Interpretive Research**

- Interpretive research
- Scientific knowledge
- Practitioner research

*Flexible assessment*

Home department: EDUCATIONAL PSYCHOLOGY

**11510 Introduction to Language Education [BEd] (new programmes)****124 (5) Introduction to Language Education [FP] and [IP] (1L, 1T)**

Introduction to language learning and teaching, with a focus on various approaches to language teaching and learning. A focus on children's and youth literature concludes the module.

*Flexible assessment.*

Home department: CURRICULUM STUDIES

**13112 Introduction to Qualitative Research Methodology [MEd (Educational Support)]****872 (30) Introduction to Qualitative Research Methodology**

Introduction and overview of research paradigms in educational research; research designs, methods and methodology, data analysis and how to write up the research process.

Home department: EDUCATIONAL PSYCHOLOGY

**13507 Introduction to Research Methods [BEdHons]****712 (5) Introduction Research Methods**

The aim of this module is to guide students towards an understanding of research approached in Education Policy Studies. Having completed the module, students should be able to critically engage with education policy, conduct policy analysis and demonstrate an understanding of the complexity and scope of education policy analysis.

*Flexible assessment*

Home Department: EDUCATION POLICY STUDIES

**13464 Knowing, Acting and Being: Framing the Study of Education [BEdHons]****711 (15) Knowing, Acting and Being: Framing the Study of Education**

The module offers a concise overview of knowledge focusing specifically on those concepts and practices that shape our understanding of education. Section A focuses on *knowing*, and introduces students to those tools that help shape the building of theory, the deepening of understanding and the making of conceptual connections. Section B emphasises *acting*, and discusses the rationale, framework and challenges of teacher research and practitioner inquiry. Section C discusses *being*, and covers historical and contemporary perspectives on learning and some critical perspectives on teaching and teacher identity.

*Flexible assessment*

Home department: CURRICULUM STUDIES



**13826 Language Education [BEd] (new programmes)****224 (5) Language Education: Core Module [FP and IP] (1L)**

An introduction to socio-cognitive and cultural approaches to literacy in different contexts with diverse learners and a focus on the principles of reading and writing.

*Prerequisites:*

- Any two of English, Afrikaans or IsiXhosa at first-year level
- Academic literacy at first-year level
- Compulsory: Must be taken simultaneously with two of the three language modules at second-year level.

Home department: CURRICULUM STUDIES

**324 (5) Language Education: Core Module [FP and IP] (1L)**

Students are introduced to multilingual learning and teaching approaches and techniques, with a focus on multilingual dictionaries and classroom translanguaging. Professional development of teachers as leaders is introduced.

*Summative assessment*

*Prerequisite pass:*

- Language Education 224
- Two of English, Afrikaans or IsiXhosa at second-year level.

Home Department: CURRICULUM STUDIES

**14231 Language of Learning and Teaching (LoLT) & Academic Language Development [BEd] (new programmes)****479 and 477(10) Language of Learning and Teaching (LoLT) & Academic Development [FP and IP] (2L)**

In their journey of becoming teachers, students are equipped to be competent in using the language of teaching (English, Afrikaans or IsiXhosa) as a means of harnessing learners' potential to augment comprehension of content knowledge across the curriculum, with more focus on "scare skills" such as Academic Literacy along with the advancement of learners' higher order thinking for deep learning. This is achieved in consideration of:

- understanding of scholarly techniques for successful classroom practice;
- employment of relevant phrases as the the specific LoLT; and
- liaising with school and other relevant stakeholders for the benefit of the learner.

*Competency-based flexible assessment:*

Home department: CURRICULUM STUDIES

**13486 Language Policy and Multilingual Education [BEdHons]****711 (15) Language Policy and Multilingual Education**

- The multilingual policy context in SA.
- Principles and practices of multilingual education and international comparisons.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**13484 Language Teaching Research [BEdHons]****711 (5) Language Teaching Research**

Students are exposed to language specific research techniques and design.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**61093 Leadership and Management of lifelong Learning [MPhil (Education and Training for Lifelong Learning)]****875 (10) Leadership and Management**

Leadership and management.

Home department: CURRICULUM STUDIES

**61107 Leadership in Higher Education [MPhil (Higher Education)]****875 (10) Leadership**

Leadership in higher education.

Home department: CURRICULUM STUDIES

**13460 Learning and Cognition [BEdHons]****711 (15) Learning and Cognition**

- Learning theories. Neurology from an educational perspective.
- Cognitive processes.

*Flexible assessment*

Home department: EDUCATIONAL PSYCHOLOGY

**13461 Learning Challenges [BEdHons]****744 (15) Learning Challenges**

- Policies and practices that underpin an inclusive education system
- Specific learning barriers, disabilities and chronic diseases
- Key strategies to support learners as well as the learning process

*Assessment: Assignments and a written examination*

Home department: EDUCATIONAL PSYCHOLOGY

**14285 Learning in Adult Education [MPhil (Lifelong Learning)] (first intake in 2021)****875 (20) Learning in Adult Education**

Students study a selection of relevant learning theories, whereafter they choose and analyse a specific learning theory. The theory is applied to a specific learning-focused research context or problem.

Home department: CURRICULUM STUDIES

**14252 Learning in Higher Education [MPhil (Higher Education Studies)] (first intake in 2021)****875 (20) Learning in Higher Education**

Students study various components of learning in higher education, including learning theory, curriculum, pedagogy, assessment, leading, creativity, technology and reflective practice.

Home department: CURRICULUM STUDIES

**13462 Learning Support [BEdHons] (new programme)****744 (15) Learning Support**

Assessment for learning. Learning support provision. Multi-level teaching.

*Flexible assessment*

Home department: EDUCATIONAL PSYCHOLOGY

**14288 Lifelong Learning [MPhil (Lifelong Learning)] (first intake in 2021)****879 (180) Lifelong Learning (anchor module)**

Further particulars are provided under the alphabetically listed subjects of the programme in this chapter.

Home department: CURRICULUM STUDIES

**61115 Lifelong Learning: theory and practice [MPhil (Education and Training for Lifelong Learning)]****875 (20) Lifelong Learning**

Lifelong learning.

Home department: CURRICULUM STUDIES

**54496 Life Orientation****376 (10) Physical Development and Movement [ISP] (2L, 1P)**

- 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.

*Flexible assessment*

Home department: SPORT SCIENCE (Faculty of Medicine and Health Sciences)

**377 (10) Multireligion and Multicultural [ISP] (2L)**

- 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.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**378 (5) Environment and the Curriculum [ISP] (1L)**

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.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**386 (10) Physical Development and Movement [FP] (2L, 1P)**

- 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.

*Flexible assessment*

Home department: SPORT SCIENCE (Faculty of Medicine and Health Sciences)

**387 (10) Multireligion and Multicultural [FP] (2L)**

- 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 expertise and 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.
- 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.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**388 (5) Environment and the Curriculum [FP] (1L)**

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.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**872 (40) Life Orientation Specialisation [MEd (Curriculum Studies)]**

Life Orientation/Life Skills.

Home department: CURRICULUM STUDIES

**13750 Life Orientation Teaching [PGCE]****771 (20) Life Orientation Teaching (3L, 1P)**

- Theoretical framework
- Life skills education, including study skills
- Sexuality education, including gender equity
- Career education
- Physical education
- Cultural and religious diversity, and human rights in South Africa
- Counselling skills for the Life Orientation teacher.

*Flexible assessment*

*Prerequisite:*

- Psychology at third-year level (at least 48 credits)
- Sport Science is recommended.

Home department: EDUCATIONAL PSYCHOLOGY

### 13452 Life Sciences [ADE (SP Natural Sciences Teaching)]

#### 271 (15) Life Sciences – Life and Living

Biosphere, Biodiversity and Ecology, Sexual Reproduction and Variation, Photosynthesis and Respiration, Cytology, Micro-organisms and Human systems

Home department: SUNCEP

### 13748 Life Sciences Teaching [PGCE]

#### 771 (20) Life Sciences Teaching (2L, 2P)

This module places emphasis on various topics within the subject Life Sciences taught at the FET phase school level. The module is intended for postgraduate life sciences education students who opted for this module as an elective, but will also be useful to any student who wants to deepen his/her background in the life sciences and to offer life sciences as a specialisation subject.

*Flexible assessment*

*Prerequisite passes:*

- A three-year degree (NQF level 7)
- At least **two** of the following (or equivalent) modules:
  - Biology 124 (Cell Biology)
  - Biology 144 (Biodiversity and Ecology)
  - Biology 154 (Functional Biology)
- At least **one** of the following as a major subject (that is, at third-year level or NQF level 7) and **one** at second-year level (or NQF level 6). (At least 32 credits for each of the two subjects):
  - Biochemistry\*
  - Biodiversity and Ecology (both semesters – 16 credits each)
  - Botany\*\*
  - Genetics\*
  - Microbiology\*
  - Physiology\*
  - Zoology\*\*

\* If you passed at least **three** of the four modules Biochemistry, Physiology, Microbiology and Genetics (each at least 32 credits) on second-year level, you will also gain admission to Life Science Teaching 771.

\*\* If you passed **both Botany and Zoology** at second-year level, you will also be admitted.

For the Advanced Study option in Life Sciences Teaching:

- A three-year degree course (NQF level 7) with a combination of any **two** of the following at third-year level:
  - Biochemistry,
  - Biodiversity and Ecology
  - Biology
  - Botany
  - Microbiology
  - Physiology
  - Zoology

*Please note:* If you passed modules in **Botany and Zoology** at second-year level, you need only **one** of the abovementioned modules at third-year level.

Home department: CURRICULUM STUDIES

### 11570 Life Skills [BEd] (new programmes)

#### 177 (15) Life Skills [IP] (3L)

*Personal and social wellbeing:*

- Teaching strategies to promote knowledge, skills and values for holistic development.

*Environmental Studies*

- Teaching strategies: lectures and class discussions, self study
- Knowledge, skills and values: Background knowledge and understanding of environment and environmental issues
- Holistic development – integration of understanding into personal life and teaching identity with a view to engaging in sustainable living practices.

*Religion Studies:*

- Formal lectures. Structured reading from scholarly and research literatures,
- Guest speakers from the major faith traditions. Visits to places of religious and cultural significance

*Flexible assessment.*

Home department: CURRICULUM STUDIES

**179 (15) Life Skills [FP] (3L)***Personal and social wellbeing:*

- Teaching strategies to promote knowledge, skills and values for holistic development.

*Environmental Studies*

- Teaching strategies: lectures and class discussions, self study
- Knowledge, skills and values: Background knowledge and understanding of environment and environmental issues
- Holistic development – integration of understanding into personal life and teaching identity with a view to engaging in sustainable living practices.

*Religion Studies:*

- Formal lectures. Structured reading from scholarly and research literatures,
- Guest speakers from the major faith traditions. Visits to places of religious and cultural significance

*Flexible assessment.*

Home department: CURRICULUM STUDIES

**14000 Life Skills: Dance and Drama [BEd] (new programmes)****377 (10) Life Skills: Dance and Drama [IP] (2L)**

Understand dramatic concepts by instructing learners to explore – using any/some of the following: stories, African folktales, poems, songs, narration, music, sounds, pictures, posters, props, puppetry, costume, improvisation, appropriate movement and dance, DVDs, Film

*Flexible assessment.*

Home Department: CURRICULUM STUDIES

**379 (10) Life Skills: Dance and Drama [FP] (2L)**

Understand dramatic concepts by instructing learners to explore – using any/some of the following: stories, African folktales, poems, songs, narration, music, sounds, pictures, posters, props, puppetry, costume, improvisation, appropriate movement and dance, DVDs, Film

*Flexible assessment.*

Home Department: CURRICULUM STUDIES

**13827 Life Skills: Music [BEd] (new programmes)****277 (10) Life Skills: Music [IP] (2L)**

This module focuses on the balanced development of musical knowledge and musical skills through active involvement in music making activities such as instrumental work (Orff instruments), singing, listening, dancing, notating, moving, and creating music; to equip students with the knowledge, skills, values and attitudes needed to develop learners' musical knowledge, skills and musicality.

*Flexible assessment.*

Home Department: CURRICULUM STUDIES

**279 (10) Life Skills: Music [FP] (2L)**

This module focuses on the balanced development of musical knowledge and musical skills through active involvement in music-making activities such as instrumental work (Orff instruments), singing, listening, dancing, notating, moving, and creating music; to equip students with the knowledge, skills, values and attitudes needed to develop learners' musical knowledge, skills and musicality.

*Flexible assessment.*

Home Department: CURRICULUM STUDIES

**14229 Life Skills: Physical Education [BEd] (new programmes)****477 (15) Life Skills: Physical Education [IP] (3L)***Sport Science:*

Theoretical and practical deepening for 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.

*Flexible assessment.*

Home Department: SPORT SCIENCE (Faculty of Medicine and Health Sciences)

**479 (15) Life Skills: Physical Education [FP] (3L)***Sport Science:*

Theoretical and practical deepening for 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.

*Flexible assessment.*

Home Department: SPORT SCIENCE (Faculty of Medicine and Health Sciences)

**13828 Life Skills: Visual Art [BEd] (new programmes)****277 (10) Life Skills: Visual Art [IP] (2L)**

Use and apply 2D and 3D art, theory of children's art development and appreciation and classroom practical teaching for IP.

*Flexible assessment.*

Home department: CURRICULUM STUDIES

**279 (10) Life Skills: Visual Art [FP] (2L)**

Use and apply art techniques and processes to develop creative, expressive and innovative individuals.

*Flexible assessment.*

Home department: CURRICULUM STUDIES

**13825 Literacies for understanding Life Skills [BEd] [FP] (new programme)****279 (15) Literacies for understanding Life Skills (3L)**

Foundation phase Life Skills teachers should be able to teach Science and Technology, as well as Social Sciences, in an integrated way. This module would enable students to develop different literacies to implement Life Skills curricula. Considering the child as citizen, the content covers the foundational disciplinary knowledge, as well as the pedagogical content knowledge, for Life Skills so that students are enabled to teach so that learners can advance into the world of Science and Technology and Social Sciences after Grade 3.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**13490 Literacy Education and Leadership [BEdHons]****772(20) Literacy Education and Leadership (Foundation Phase)**

This module lays a foundation for the stimulation of an enquiry into Literacy Education and Leadership. In this module, students explore research and evidence-based critical rethinking and transformation of literacy practices in Foundation Phase classrooms. This module provides the student with learning opportunities to build knowledge and develop skills as they potentially grow into and understand literacy leadership whilst analysing their own practice and instructional choices. By doing so, students will be able to conceptualise and direct a whole school's literacy improvement programme and develop and sustain a data-based literacy instructional and assessment system for the Foundation Phase. In addition, this module will also support honours students' research projects as part of the Research Methods Module. On successful completion, students could continue to conduct further research for M studies.

*Note:* This is a core module within the BEdHons (Foundation Phase Education) programme. Students have to complete their final-year language and literacy module in an undergraduate FP BEd programme.

*Assessment: Assignments and a written examination*

Home department: CURRICULUM STUDIES

**13440 Mathematical Literacy: Basic Skills I [ADE (Mathematical Literacy Teaching)]****171 (22) Mathematical Literacy: Basic Skills 1**

After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach:

- Number formats and conventions

- Operations using numbers and calculator skills
- Rounding
- Ratios and Rates
- Proportion
- Percentages
- Incorporating ICT where applicable

Home department: SUNCEP

### **13441 Mathematical Literacy: Basic Skills II [ADE (Mathematical Literacy Teaching)]**

#### **171 (22) Mathematical Literacy: Basic Skills 2**

After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach the following:

- Interpreting graphs
- Patterns and relationships
- Representations of relationships
- Working with two or more relationships
- Incorporating ICT where applicable

Home department: SUNCEP

### **13445 Mathematical Literacy: Data Handling [ADE (Mathematical Literacy Teaching)]**

#### **271 (14) Mathematical Literacy: Data Handling**

After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach:

- Statistics
  - Developing questions
  - Collecting data
  - Classifying and organising data
  - Summarising data
  - Representing data
  - Interpreting and analysing data
  - Incorporating ICT where applicable
- Probability
  - Expressions of probability
  - Prediction
  - Representations for determining different outcomes
  - Evaluating expressions involving probability
  - Incorporating ICT where applicable

Home department: SUNCEP

### **13444 Mathematical Literacy: Finance [ADE (Mathematical Literacy Teaching)]**

#### **271 (11) Mathematical Literacy: Finance**

After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach:

- Financial documents
- Tariff systems
- Income/expenditure; Profit/loss; statements; budgets
- Cost and selling price
- Break-even analysis
- Interest
- Taxation
- Exchange rates
- Incorporating ICT where applicable

Home department: SUNCEP

### **13443 Mathematical Literacy: Maps, Plans and Physical Representation [ADE (Mathematical Literacy Teaching)]**

#### **271 (10) Mathematical Literacy: Maps, Plans and Physical Representation**

After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach:

- Scale
- Maps
- Plans
- Models
- Incorporating ICT where applicable

Home department: SUNCEP

### **13442 Mathematical Literacy: Measurement [ADE (Mathematical Literacy Teaching)]**

#### **271 (11) Mathematical Literacy: Measurement**

After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach:

- Conversions
- Measuring length
- Measuring weight
- Measuring volume
- Temperature
- Calculating perimeter, area, volume
- Time
- Incorporating ICT where applicable

Home department: SUNCEP

### **13751 Mathematical Literacy Teaching [PGCE]**

#### **771 (20) Mathematical Literacy Teaching (3L, 1P)**

This module places emphasis on various topics within the subject Mathematical Literacy taught at the FET phase school level. The module is intended for postgraduate education students who opted for this module as an elective, but will also be useful to any student who wants to deepen his/her background in Mathematics as a School Subject and to offer Mathematical Literacy as a specialisation subject.

*Flexible assessment.*

*Three-year degree with prerequisite pass as follows:*

- 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

Home department: CURRICULUM STUDIES

### **24023 Mathematics (Ed) [BEd] (new programmes)**

#### **177 (15) Mathematics (Ed) [IP] (2L, 1T)**

This module gives an introduction to pure Mathematics via logic and sets, following modern perspectives, with an emphasis on a formal background to various topics taught at school. The module is intended for first-year Mathematics education students, but will also be useful to any student who wants to deepen his/her background in Mathematics, and in particular, students enrolled for the Mathematical Sciences Programme at the Science Faculty are encouraged to take this module as an elective module.

*Flexible assessment*

Home department: CURRICULUM STUDIES

#### **179 (15) Mathematics (Ed) [FP] (2L, 1T)**

This module gives an introduction to pure Mathematics via logic and sets, following modern perspectives, with an emphasis on a formal background to various topics taught at school. The module is intended for first-year Mathematics Education students, but will also be useful to any student who wants to deepen his/her background in Mathematics, and in particular,



students enrolled for the Mathematical Sciences Programme at the Science Faculty are encouraged to take this module as an elective module.

*Flexible assessment.*

Home department: CURRICULUM STUDIES

### **277 (15) Mathematics (Ed) [IP] (3L)**

This module provides an introduction to arithmetic, algebra and geometry to students who intend to teach in the Intermediate and Senior Phases. The primary underpinning of the module is the notion of elementary mathematics from an advanced mathematical viewpoint. The module is intended for second-year Mathematics (Ed) students only.

*Flexible assessment.*

*PP Mathematics (Ed) [IP] 177 passed with a final mark of at least 60%.*

Home department: CURRICULUM STUDIES

### **279 (15) Mathematics (Ed) [FP] (3L)**

- The impact of beliefs about the nature of mathematics on teaching and learning it.
- Characteristics and implications of transmission instruction and problem-centred mathematics instruction for the classroom.
- Mathematical knowledge for teaching (MKT) in the Foundation Phase.
- The mathematical development of a child between the ages of 0 and 7 years.
- Classroom culture as a determining factor in learning outcomes.
- Developing responsive mathematics teaching through professional noticing and reflection.
- The development of number concepts.
- The development of Foundation Phase learners' computing methods and their understanding of the four basic operations.
- Remediating misconceptions and limiting constructions in whole-number arithmetic.
- Early geometry and spatial development (2-D and 3-D, construction, visualisation, position-in-space, orientation).

*Flexible assessment*

*PP Mathematics (Ed) [FP] 179*

Home department: CURRICULUM STUDIES

### **377 (15) Mathematics (Ed) [IP] (4L)**

This module provides further introduction to arithmetic, algebra and geometry and their interrelationships to students who intend to teach in the Intermediate and Senior Phases. The primary underpinning of the module is the notion of elementary mathematics from an advanced mathematical viewpoint. The module is intended for third-year Mathematics (Ed) students only.

*Flexible assessment.*

*P Mathematics (Ed) [IP] 277*

Home department: CURRICULUM STUDIES

### **379 (15) Mathematics (Ed) [FP] (3L)**

- Problem-centred mathematics education in the Foundation Phase: theory and practice.
- Meaning of operations with whole numbers, basic problem types, properties of operations, computing techniques and computing strategies, mathematisation.
- The development of flexible-number concept and computing methods in young learners.
- Intuitions and limiting constructions about whole-number computation.
- Early algebra teaching.
- Introduction to teaching data handling.
- Historical and cultural perspectives on the mathematical contents of the Foundation Phase.
- The role of reflective thinking and metacognition in problem-centred mathematics teaching and learning, the development of responsive teaching through reflection and professional noticing.

*Flexible assessment*

*PP Mathematics (Ed) [FP] 279*

Home department: CURRICULUM STUDIES

**477 (15) Mathematics (Ed) [IP] (4L)**

This module provides an introduction to arithmetic, algebra and geometry to students who intend to teach in the Intermediate and Senior Phases. The primary underpinning of the module is the notion of elementary mathematics from an advanced mathematical viewpoint. The module is intended for third-year Mathematics (Ed) students only.

*Flexible assessment.*

*P Mathematics (Ed) [IP] 377*

Home department: CURRICULUM STUDIES

**479 (15) Mathematics (Ed) [FP] (3L)**

- Current and planned mathematics curricula for the Foundation Phase.
- Learning trajectories based on problem solving: starting points, progress schematisation, problem types, limiting constructions and continuous learning.
- Diagnosis and remediation of misconceptions and limiting constructions in Foundation Phase mathematics.
- Learning theoretical perspectives on learning environments and learning trajectories for mathematics.
- Dealing with individual differences between learners: assessment and equality.
- Assessment, norm- and criteria-based assessment.
- Development of own theory about teaching, learning and assessment. The relationship between assessment, communication and the accommodation of learners' construct system.
- Introduction to the teaching of measurement.
- The role of technology in mathematics teaching and learning.
- Service learning through the social impact programme Count-Me-In.

*Flexible assessment*

*PP Mathematics (Ed) [FP] 379*

Home department: CURRICULUM STUDIES

**54860 Mathematics (Ed) [BEd] [FP] (old programme)****284 (15) Mathematics (Ed) (3L)**

- The impact of beliefs about the nature of mathematics on the teaching and learning thereof.
- Characteristics and implications of transmission and problem-centred mathematics instruction for the classroom.
- Mathematical knowledge for teaching in Foundation Phase (MKT).
- The mathematical development of a child between the ages of 0 – 7 years.
- Classroom culture as a determining factor in learning outcomes.
- Developing responsive mathematics teaching through professional noticing and reflection.
- The development of number concept.
- The development of Foundation Phase learners' computing methods and their understanding of the four basic operations.
- Remediating misconceptions and limiting constructions in whole number arithmetic.
- Early geometry and spatial development (2-D and 3-D, construction, visualisation, position-in space, orientation).

*Flexible assessment*

*PP Mathematics (Ed) 178*

Home department: CURRICULUM STUDIES

**384 (15) Mathematics (Ed) (3L)**

- Problem-centred mathematics education in Foundation Phase: theory and practice.
- Meaning of operations with whole numbers, basic problem types, properties of operations, computing techniques and computing strategies, mathematisation.
- The development of flexible number concept and computing methods in young learners.
- Intuitions and limiting constructions about whole-number computation.
- Early algebra teaching.
- Introduction to teaching data handling.
- Historical and cultural perspectives on the mathematical contents of Foundation Phase.
- The role of reflective thinking and metacognition in problem-centred mathematics teaching and learning, the development of responsive through through reflection and professional noticing.

*Flexible assessment*

*PP Mathematics (Ed) [FP] 284*

Home department: CURRICULUM STUDIES

**484 (15) Mathematics (Ed) (3L)**

- Current and planned mathematics curricula for Foundation Phase.
- Learning trajectories based on problem solving: starting points, progress schematisation, problem types, limiting constructions and continuous learning.
- Diagnosis and remediation of misconceptions and limiting constructions in Foundation Phase mathematics.
- Learning theoretical perspectives on learning environments and learning trajectories for mathematics.
- Dealing with individual differences between learners: assessment and equality.
- Assessment, norm- and criteria-based assessment.
- Development of own theory about teaching, learning and assessment. The relationship between assessment, communication and the accommodation of learners' construct system.
- Introduction to the teaching of measurement.
- The role of technology in mathematics teaching and learning.
- Service learning through the social impact programme *Count-Me-In*.

*Flexible assessment*

*PP Mathematics (Ed) [FP] 384*

Home department: CURRICULUM STUDIES

**24023 Mathematics (Ed) [BEd] [ISP] (old programme)****178 (10) Mathematics (2L, 1T)**

- 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.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**278 (15) Mathematics (3L)**

- 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.

*Flexible assessment*

*PP Mathematics (Ed) 178*

Home department: CURRICULUM STUDIES

**378 (20) Mathematics (4L)**

- 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.

*Flexible assessment*

*PP Mathematics (Ed) 278*

Home department: CURRICULUM STUDIES

**478 (20) Mathematics (4L)**

- 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

*Flexible assessment*

*PP Mathematics (Ed) 378*

Home department: CURRICULUM STUDIES

**13547 Mathematics Education (Foundation Phase) [BEdHons]****771 (20) Mathematics Education (Foundation Phase)**

This module allows the student entry into the philosophical and theoretical perspectives that influence and shape Mathematics Education. The module examines the nature of mathematics and teaching and learning of Mathematics in the Foundation Phase. Exploring the nature and impact of mathematical processes on learning mathematics will allow the student to connect, analyse and reflect on their own practice. This module demands a critical analysis of crucial factors that shape meaningful mathematics teaching and learning (including teacher knowledge, beliefs, attitudes, confidence, classroom culture, mathematical discourse, tasks, policies, assessment practices and curricula, teacher identity and change). By probing and articulating forces that influence and shape Mathematics Education (past and future), it is intended that students through this building of knowledge develop a sense of agency that is transferable to their professional space. In addition, this module will also support honours students' research projects as part of the Research Methods module. On successful completion, students could continue to conduct further research for M studies.

*Note:* This is a core module within the BEdHons (Foundation Phase Education) programme. Students have to complete their final-year mathematics education module in an undergraduate FP BEd Programme.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**61972 Mathematics Education (School Subject) [MEd (Curriculum Studies)]****872 (40) Mathematics Education Specialisation**

Mathematics Education.

Home department: CURRICULUM STUDIES

**13752 Mathematics Teaching [PGCE]****771 (20) Mathematics Teaching (3L, 1P)**

The main aim of this module is to provide student teachers with an education in the teaching and learning of Mathematics. The material covered in this module will equip students with the necessary foundation for their future interaction with Mathematics as a school subject at the high school level.

*Flexible assessment.*

*Prerequisite pass:*

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

*or*

- Foundations of Mathematics at second-year level (48 credits), or the equivalent

Home department: CURRICULUM STUDIES

**13566 Measurement [ADE]****271 (20) Measurement (IP Mathematics Teaching)**

- After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach:
- Measurement of 2-D shapes and 3-D objects
- Use of measuring instruments
- Solve problem involving length.
- History of time.
- Relationship between perimeter and area of rectangles and squares.
- Relationship between surface area and volume of rectangular prisms.
- Incorporating ICT where applicable

Home department: SUNCEP

### **272 (10) Measurement (SP Mathematics Teaching)**

- After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach...
- Area and Perimeter
- Surface area and Volume
- Pythagoras Theorem
- Incorporating ICT where applicable

Home department: SUNCEP

## **13753 Music Teaching [PGCE]**

### **771 (20) Music Teaching (3L, 1P)**

This module emphasises theory of music as well as practical teaching methods and various other topics within music as a subject taught at FET phase school level.

The module is intended for postgraduate students with a Degree in Music or equivalent qualification.

*Note:* A bachelor's degree from a recognised university or an Advanced Diploma in Music at NQF level 7, with Music at third-year level (at least 48 credits) or the equivalent.

*Flexible assessment*

Home department: CURRICULUM STUDIES

## **59161 Natural Sciences (Ed) [BEd] [IP] (new programme)**

### **177 (15) Natural Sciences (Ed) (2L)**

This module gives an introduction to General Natural Sciences with an emphasis on a formal background to various topics and focus areas; Life and Living, Earth and Beyond, Matter and Material and Energy and Change, as taught at school. The module is intended for first-year Natural Sciences education students, but will also be useful to any student who wants to deepen his/her background in the Natural Sciences and to offer Natural Sciences as a specialisation subject.

*Flexible assessment.*

*PP Life Sciences or Physical Sciences passed at Grade 12 (or equivalent) level.*

Home department: CURRICULUM STUDIES

### **277 (15) Natural Sciences (Ed) (3L)**

This module places emphasis on various topics and focus areas: Life and Living, Earth and Beyond, Matter and Material, and Energy and Change, as taught at school. The module is intended for second-year Natural Sciences education students who opted for this module as an elective, but will also be useful to any student who wants to deepen his/her background in the Natural Sciences and to offer Natural Sciences as a specialisation subject.

*Flexible assessment.*

*P Natural Sciences (Ed) [IP] 177*

Home department: CURRICULUM STUDIES

### **377 (15) Natural Sciences (Ed) (4L)**

This module places emphasis on various topics and focus areas: Life and Living, Earth and Beyond, Matter and Material, and Energy and Change taught at school. The module is intended for third-year Natural Sciences Education students who opted for this module as an elective, to deepen his/her background in the Natural Sciences and to offer natural Sciences as a specialisation subject.

*Flexible assessment*

*P Natural Sciences (Ed) [IP] 277*

Home department: CURRICULUM STUDIES

### **477(15) Natural Sciences (Ed) (4L)**

This module places emphasis on various topics and focus areas: Life and Living, Earth and Beyond, Matter and Material, and Energy and Change, as taught at school. The module is intended for fourth-year Natural Sciences education students who opted for this module as an elective, to deepen his/her background in the Natural Sciences and to offer Natural Sciences as a specialisation subject.

*Flexible assessment*

*P Natural Sciences (Ed) [IP] 377*

Home department: CURRICULUM STUDIES

**59161 Natural Sciences (Ed) [BEd] (old programme)****178 (10) Natural Sciences [FP and ISP] (2L)**

- 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.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**278 (15) Natural Sciences [ISP] (3L)**

- 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.

*Flexible assessment*

*PP Natural Sciences (Ed) 178*

Home department: CURRICULUM STUDIES

**378 (20) Natural Sciences [ISP] (4L)**

- 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.

*Flexible assessment*

*PP Natural Sciences (Ed) 278*

Home department: CURRICULUM STUDIES

**478 (20) Natural Sciences [ISP] (4L)**

- 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.

*Flexible assessment*

*PP Natural Sciences (Ed) 378*

Home department: CURRICULUM STUDIES

**13564 Numbers, Operations, Relations [ADE]****171 (22) Numbers, Operations, Relations [ADE (IP Mathematics Teaching)]**

After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach:

- Whole numbers
- Common Fractions
- Decimal fractions
- Incorporating ICT where applicable

Home department: SUNCEP

**172 (22) Numbers, Operations, Relations [ADE (SP Mathematics Teaching)]**

After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach:

- Whole numbers
- Exponents
- Integers
- Common Fractions
- Decimals

- Simple and Compound interest

Home department: SUNCEP

### **13558 Patterns, Functions, Algebra [ADE]**

#### **172 (14) Patterns, Functions, Algebra [ADE (IP Mathematics Teaching)]**

After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach:

- Geometric patterns
- Numeric patterns
- Number sentences (introduction of algebraic expressions)
- Incorporating ICT where applicable

Home department: SUNCEP

#### **173 (22) Patterns, Functions, Algebra [ADE (SP Mathematics Teaching)]**

After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach:

- Numeric and Geometric patterns
- Functions and relations
- Algebraic expressions
- Algebraic equations
- Graphs
- Incorporating ICT where applicable

Home department: SUNCEP

#### **174 (22) Patterns, Functions, Algebra [ADE (FET Mathematics Teaching)]**

After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach:

- Number Patterns
- Sequences and Series
- Functions
- Algebra
- Incorporating ICT where applicable

Home department: SUNCEP

### **13556 Pedagogical Content Knowledge of Botany [ADE (FET Life Sciences Teaching)]**

#### **271 (15) Pedagogical Content Knowledge of Botany**

Presentation methodologies and skills, possible subject misconceptions, scientific literacy, assessment strategies, inclusion and differentiation strategies while learning from practice.

Home department: SUNCEP

### **13446 Pedagogical Content Knowledge of Chemistry [ADE (FET Physical Science Teaching)]**

#### **271 (15) Pedagogical Content Knowledge of Chemistry**

Presentation methodologies and skills, possible subject misconceptions, scientific literacy, assessment strategies, inclusion and differentiation strategies while learning from practice.

Home department: SUNCEP

### **13449 Pedagogical Content Knowledge of Natural Sciences I [ADE (Senior Phase Natural Sciences Teaching)]**

#### **271 (15) Pedagogical Content Knowledge of Natural Sciences I**

Presentation methodologies and skills, possible subject misconceptions, scientific literacy, assessment strategies, inclusion and differentiation strategies while learning from practice.

Home department: SUNCEP

**13450 Pedagogical Content Knowledge of Natural Sciences II [ADE (Senior Phase Natural Sciences Teaching)]****271 (15) Pedagogical Content Knowledge of Natural Sciences II**

Presentation methodologies and skills, possible subject misconceptions, scientific literacy, assessment strategies, inclusion and differentiation strategies while learning from practice.

Home department: SUNCEP

**13448 Pedagogical Content Knowledge of Physics [ADE (FET Physical Science Teaching)]****271 (15) Pedagogical Content Knowledge of Physics**

Presentation methodologies and skills, possible subject misconceptions, scientific literacy, assessment strategies, inclusion and differentiation strategies while learning from practice.

Home department: SUNCEP

**13557 Pedagogical Content Knowledge of Zoology [ADE (FET Life Sciences Teaching)]****271 (15) Pedagogical Content Knowledge of Zoology**

Presentation methodologies and skills, possible subject misconceptions, scientific literacy, assessment strategies, inclusion and differentiation strategies while learning from practice.

Home department: SUNCEP

**13489 Pedagogical Lexicography [BEdHons]****744 (15) Pedagogical Lexicography**

- The User perspective in Lexicography with reference to Lexicography theory.
- Dictionary typology. Dictionary structures and dictionary functions.
- Dictionary Education in South Africa.
- Types of pedagogical dictionaries.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**61328 Perspectives in higher education [MEd (Higher Education)]****875 (10) Perspectives**

Perspectives on higher education.

Home department: CURRICULUM STUDIES

**14251 Perspectives on Higher Education [MPhil (Higher Education Studies) (first intake in 2021)]****875 (20) Perspectives on Higher Education**

This module initiates students into an advanced study of higher education as an interdisciplinary field of study. It requires students to engage with key concepts, challenges and debates in the field, both internationally and in South Africa.

Home department: CURRICULUM STUDIES

**14284 Perspectives on Lifelong Learning [MPhil (Lifelong Learning)] (first intake in 2021)****875 (20) Perspectives on Lifelong Learning**

This module initiates students into an advanced study of adult education within the field of lifelong learning as an interdisciplinary field of study. It requires students to engage with key concepts, challenges and debates in the field, both internationally and in South Africa.

Home department: CURRICULUM STUDIES

**59234 Perspectives on Educational Systems [BEd] (old programme)****478 (15) Perspectives on Educational Systems [ISP] (3L)**

- 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)**

- 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

## **21865 Philosophy of Education [BEd] (old programme)**

### **278 (20) Philosophy of Education [ISP] (2L, 1T)**

- 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)**

- 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

### **57142 Philosophy of Education [BEd] (new programmes)**

#### **477 and 479(10) Philosophy of Education [IP and FP] (2L)**

The aim of the module is to develop a critical understanding of the nature and role of Philosophy of Education. It is further aimed at the development of a personal philosophy of education. Central to this is an analysis and critique of the concept of education vis-a-vis schooling. Students are introduced to research methods and methodologies (paradigms) in the field of study. This serves the purpose of making important connections between philosophical theories and the context of teaching and schooling, and the individual in relation to others and institutions in the larger society.

Home Department: EDUCATION POLICY STUDIES

### **21865 Philosophy of Education [PGCE]**

#### **771 (8) Philosophy of Education (2L)**

This module makes students aware that practically everything done in education today reflects some philosophical point of view, but that point of view may not be readily apparent to the student, the parent, or even the educator/teacher. Educators need to see that philosophy of education can make a difference in their outlook or activities regarding education, and they should use philosophical ideas and thought patterns in ways that can to more consciously direct practices. As such this module is promoting a responsible examination of existing societal and educational conditions in light of philosophical analysis and criticality.

Home department: EDUCATION POLICY STUDIES

### **13754 Physical Education Teaching [PGCE]**

#### **771 (20) Physical Education Teaching (3L, 1P)**

Optional (Learning Support)

This module will empower students to utilise the expected outcomes of this module to enhance their skills to prepare and teach Physical Education lessons appropriate for the developmental stage of the learners in this phase

*Flexible assessment*

*PP Passed a BA or BSc Sport Science degree*

Home department: SPORT SCIENCES (Faculty of Medicine and Health Sciences)

### **13755 Physical Sciences Teaching [PGCE]**

#### **771 (20) Physical Sciences Teaching (2L, 2P)**

This module places emphasis on various topics and focus areas in Physical sciences: matter and materials, chemical systems, chemical change, mechanics, waves, sound and light and electricity and magnetism, which taught in the FET phase at school level. The module is intended for postgraduate physical sciences education students who opted for this module as an elective, but will also be useful to any student who wants to deepen his/her background in the physical sciences and offer it as a specialisation subject.

*Flexible assessment*

*Prerequisite pass*

- Chemistry and Physics at second-year level (or NQF level 6) (at least 64 (2 x 32) credits), or the equivalent
- or*
- Chemistry at first-year level (or NQF level 6) (at least 24 credits) and Physics at third-year level (or NQF level 7) (at least 48 credits), or the equivalent.

With a good academic record, you may be admitted with only:

- Physics at first-year level (at least 24 credits) and two modules of Chemistry at second-year level (or NQF level 6)
- or*
- Chemistry at first-year level (at least 24 credits) and Physics at second-year level (or NQF level 6) (at least 32 credits).

For the Advanced Study option in Physical Sciences Teaching:

- At least one of Chemistry or Physics at third-year level (or NQF level 7) (at least 48 credits).

Home department: CURRICULUM STUDIES

**13453 Physics [ADE (SP Natural Sciences Teaching)]****171 (15) Physics – Energy and Change**

Sources and Types of Energy, Heat Transfer and Insulation, Visible Light, Static and Current Electricity, Energy and the National Grid

Home department: SUNCEP

**61859 Physics and Chemistry Education (School Subject)****872 (40) Physics and Chemistry Specialisation [MEd (Curriculum Studies)]**

Physics and Chemistry Education.

Home department: CURRICULUM STUDIES

**13608 Physics Teaching: Energy, Waves and Matter [ADE (FET Physical Science Teaching)]****171 (10) Physics Teaching: Magnetism and Electricity (22L, 10P)**

- Work, energy & power
- Transverse waves, incl. EM radiation
- Longitudinal waves, incl. sound waves
- Geometrical optics
- Doppler Effect
- Particle nature of EM radiation
- Photo-electric effect
- Spectra

Home department: SUNCEP

**13611 Physics Teaching: Magnetism and Electricity [ADE (FET Physical Science Teaching)]****271 (10) Physics Teaching: Energy, Waves and Matter (22L, 10P)**

- Magnetism & basic electrostatics
- Coulomb's Law
- Electromagnetism & Faraday's Law
- Electric circuits
- Electric generators
- Electric motors
- Alternating current

Home department: SUNCEP

**13612 Physics Teaching: Mechanics [ADE (FET Physical Science Teaching)]****171 (10) Physics Teaching: Mechanics (22L, 10P)**

- Vectors & scalars
- Motion in one dimension
- Forces
- Newton's Laws of Motion
- Momentum & impulse
- Vertical-projectile motion

Home department: SUNCEP

**12902 Postgraduate supervision [PGDip (Higher Education) (Teaching and Learning)]****791 (30) Postgraduate Supervision in Higher Education Contexts**

The focus of this module is on applied supervisory skills and practices orientated 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.

*Elective module*

Home department: CURRICULUM STUDIES

**11512 Practical Learning [BEd] (new programmes) and [PGCE]****177 (30) Practical Learning [IP] (4L)**

Students who select Bachelor of Education in Intermediate Phase teaching as an option will focus on lesson design, lesson implementation, lesson observation and lesson evaluation in Grades 4 to 7 based on a thorough understanding of practice-based knowledge.

Home department: CURRICULUM STUDIES

**179 (30) Practical Learning [FP] (4L)**

Students who select Bachelor of Education in Foundation Phase teaching as an option will focus on lesson design, lesson implementation, lesson observation and lesson evaluation in Grades R to 3 based on a thorough understanding of practice-based knowledge.

Home department: CURRICULUM STUDIES

**277 (30) Practical Learning [IP] (2L, 4P)**

Lesson design, lesson implementation, lesson observation and lesson evaluation in Grades 4 to 7, based on a thorough understanding of practice-based knowledge.

*Prerequisite pass:*

Passing the previous year's teaching modules is prerequisite for Practical Learning 277, i.e. Mathematics (Ed) 177, two languages (selected from Afrikaans, English and IsiXhosa) on first-year level and two additional teaching subjects on first-year level.

Home department: CURRICULUM STUDIES

**279 (30) Practical Learning [FP] (2L, 4P)**

Lesson design, lesson implementation, lesson observation and lesson evaluation in Grades R to 3, based on a thorough understanding of practice-based knowledge.

*Prerequisite pass:*

Passing the previous year's teaching modules is prerequisite for Practical Learning 279, i.e. Mathematics (Ed) 179, two languages (selected from Afrikaans, English and IsiXhosa) on first-year level and Life Skills 179.

*C Grade R Theory and Practice 279*

Home department: CURRICULUM STUDIES

**377 (30) Practical Learning [IP] (2L, 4P)**

Lesson design, lesson implementation, lesson observation and lesson evaluation in Grades 4 to 7, based on a thorough understanding of practice-based knowledge.

*Prerequisite pass:*

Passing the previous year's teaching modules is prerequisite for Practical Learning 3<sup>xx</sup>, i.e. two languages (selected from Afrikaans, English and IsiXhosa) on second-year level and two additional teaching subjects on second-year level.

Home department: CURRICULUM STUDIES

**379 (30) Practical Learning [FP] (2L, 4P)**

Lesson design, lesson implementation, lesson observation and lesson evaluation in Grades R to 3, based on a thorough understanding of practice-based knowledge.

*Prerequisite pass:*

Passing the previous year's teaching modules is prerequisite for Practical Learning 3<sup>xx</sup>, i.e. Mathematics (Ed) 279, two languages (selected from Afrikaans, English and IsiXhosa) on second-year level and Life Skills: Music 279 and Life Skills: Visual Art 279.

Home department: CURRICULUM STUDIES

**477(30) Practical Learning [IP] (4L)**

Lesson design, lesson implementation, lesson observation and lesson evaluation in Grades 4 to 7, based on a thorough understanding of practice-based knowledge.

*Prerequisite pass:*

Passing the previous year's teaching modules is prerequisite for Practical Learning 4<sup>xx</sup>, i.e. two languages (selected from Afrikaans, English and IsiXhosa) on third-year level and two additional teaching subjects on third-year level.

Home department: CURRICULUM STUDIES

**479(30) Practical Learning [FP] (4L)**

Lesson design, lesson implementation, lesson observation and lesson evaluation in Grades R to 3, based on a thorough understanding of practice-based knowledge.

*Prerequisite pass:*

Passing the previous year's teaching modules is prerequisite for Practical Learning 4<sup>xx</sup>, i.e. Mathematics (Ed) 3<sup>xx</sup>, two languages (selected from Afrikaans, English and IsiXhosa) on third-year level and Life Skills: Dance and Drama 3<sup>xx</sup>.

Home department: CURRICULUM STUDIES

**771 (32) Practical Learning [PGCE] (2L, 4P)**

An overview of practice-based knowledge as a process of enablement for professional teacher training in the Gr. 10- 12 school environment.

- Institute practicum (Lesson analysis)
- A micro teaching programme that includes the following: lesson design, lesson implementation, lesson evaluation and lesson observation.
- School visit
- Lesson planning and lesson presentation.
- The child's current experiential world at school (Gr. 10- 12).
- Observation of and participation in teaching activities, school activities and general classroom and school administration.
- Participation in the extracurricular activities of the school.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**61344 Practical work prescribed by the Health Professions Council of SA [MEd (Psych)]****876 (20) Practicum**

This module forms part of the MEd (Psych) programme and assumes certain skills in recording and interpretation of objective as well as projective psychometric instruments.

- Educational-psychological assessment
- Educational-psychological support
- Report writing and the management of learning
- Personal and professional development

Home department: EDUCATIONAL PSYCHOLOGY

**13756 Religion(s) Studies Teaching [PGCE]****771 (20) Religion(s) Studies Teaching (3L, 1P)**

Knowledge of the concepts, principles and theories underlying the National Policy and Curriculum of Religious Studies

*Flexible assessment**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.

Home department: CURRICULUM STUDIES

**12897 Research for Enhancing Teaching and Learning [PGDip (Higher Education) (Teaching and Learning)]****791 (30) Research for Enhancing Teaching and Learning in Higher Education**

The focus is on applied research which is orientated 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 [MPhil (Higher Education)]****875 (10) Research**

Research in higher education.

Home department: CURRICULUM STUDIES

**14253 Research in Higher Education [MPhil (Higher Education Studies)] (first intake in 2021)****875 (20) Research in Higher Education**

The module provides a broad overview of research traditions, research methodologies and methods, as well as academic writing skills. The module capacitates students to develop a feasible and defendable research proposal.

Home department: CURRICULUM STUDIES

**61166 Research in Lifelong Learning [MPhil (Education and Training for Lifelong Learning)]****875 (10) Research**

Research in lifelong learning.

Home department: CURRICULUM STUDIES

**14286 Research in Lifelong Learning [MPhil (Lifelong Learning)] (first intake in 2021)****875 (20) Research in Lifelong Learning**

The module provides a broad overview of research traditions, research methodologies and methods, as well as academic writing skills. The module capacitates students to develop a feasible and defendable research proposal.

Home department: CURRICULUM STUDIES

**13545 Research Methodology (Foundation Phase) [BEdHons]****711 (5) Research Methodology**

A theoretical and methodological underpinning for research in the fields of Mathematics or Literacy Education and Leadership: subject specific research methods, research design, data analysis and ethical considerations.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**51764 Research Methodology [MEd (Psych)]****876 (20) Research Methodology**

Research methodology.

Home department: EDUCATIONAL PSYCHOLOGY

**14075 Research Project (Curriculum Inquiry) [BEdHons]****771 (35) Research Project (Curriculum Inquiry)**

Students identify a curriculum-related problem and, with guidance, conceptualise and complete a feasible research project on it.

*Flexible assessment*

Department: CURRICULUM STUDIES

**13467 Research Project (Educational Development and Democracy) [BEd Hons]****771 (30) Research Project (Educational Development and Democracy)**

- This research project reflects a case study of the doing of interpretation, in all its multiplicity. The students provide not just cases on research inquiry, but reflections also on the ways in which interpretation played a role in that inquiry. Through this module we provide the student with a broad range of research topics, methods, and theoretical approaches, across the qualitative/quantitative spectrum.
- This module is informed by sociological, historical and philosophical analyses and the literature on interpretation and its role in social inquiry, but not primarily concerned with elaborating those arguments for their own sake. Rather, the emphasis on case studies and situated reflections is intended to provide more of a “bottom-up”, rather than just a “top-down” investigation.
- This module is not a “how to” study, however, at least not in the sense of providing a prescription or recipe for how to do interpretation “right”. Clearly, that would be impossible across the spectrum of fields and approaches encompassed here. By focusing on the idea of interpretation across diverse approaches, we hope to open up a space for students to do rigorous interpretive work.

*Flexible assessment*

Home Department: EDUCATION POLICY STUDIES

**13465 Research Project (Educational Support) [BEd Hons]****772 (30) Research Project (Educational support) [BEdHons]**

Doing a literature review, creating a problem statement, research questions, understanding research design and research methodology, effective data collection and data analysis. Reporting on research process.

Home department: EDUCATIONAL PSYCHOLOGY

**13546 Research Project (Foundation Phase) [BEd Hons]****773 (30) Research Project (Foundation Phase)**

The identification of a research problem in the fields of Foundation Phase Mathematics or Literacy Education and Leadership; the conducting of research on this topic and the development of a research report.

*Flexible assessment*

*Final assessment*

Department: CURRICULUM STUDIES

**13485 Research Project (Language Education) [BEd Hons]****771 (30) Research Project (Language Education)**

Students identify a language-related problem and, with guidance, conceptualise and complete it as a feasible research project.

Home department: CURRICULUM STUDIES

**61182 Research Thesis****871 (130) Research Thesis [MEd (Psych)]**

Thesis component.

Home department: EDUCATIONAL PSYCHOLOGY

**874 (90) Research Thesis [MPhil (Higher Education) and MPhil (Education and Training for Lifelong Learning) (last intake in 2020); [MEd (Educational Support)]**

Thesis component.

Home department: CURRICULUM STUDIES [MPhil (Higher Education) and MPhil (Education and Training for Lifelong Learning)]; EDUCATIONAL PSYCHOLOGY [MEd (Educational Support)]

**14254 Research Thesis (HE) [MPhil (Higher Education Studies)] (first intake in 2021)****874 (120) Research Thesis**

Under supervision, students identify a research problem, conceptualise, investigate and report on it in a research thesis.

Home department: CURRICULUM STUDIES

**14287 Research Thesis: Lifelong Learning [MPhil (Lifelong Learning)] (first intake in 2021)****874 (120) Research Thesis**

Students identify a research problem, conceptualise, investigate and report on it under supervision.

Home department: CURRICULUM STUDIES

**12485 Scholarship in Higher Education [MPhil (Higher Education)]****875 (10) Scholarship**

Scholarship in higher education.

Home department: CURRICULUM STUDIES

**12469 Scholarship of Engagement in Higher Education [MPhil (Higher Education)]****875 (10) Community Interaction**

Community interaction

Home department: CURRICULUM STUDIES

## **12900 Service-learning in Community Engagement [PGDip (Higher Education) (Teaching and Learning)]**

### **791 (30) Service-learning and Community Engagement in Higher Education**

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) [BEd] [IP] (new programme)**

### **177 (15) Social Sciences (Ed) (2L, 1T)**

*History:*

The nature of history; South African Heritage: case study; Ancient Cultures of Africa; Development over time.

*Geography:*

Introduction to Geography; Weather and Climate; Climate, soils and vegetation; Landforms with a focus on physical features of South Africa; Cartography: skills and techniques; Earth's resources (e.g. energy) and environmental protection.

*Flexible assessment.*

*PP History or Geography passed at Grade 12 (or equivalent) level.*

Home department: CURRICULUM STUDIES

### **277 (15) Social Sciences (Ed) (2L, 1T, 1P)**

*Geography:*

Africa: the physical environment; Human-environmental impacts: Forest degradation and desertification; The geography of an African country (self-study); Population and migration; Settlement; Farming and food supply.

*History:*

Western Civilisation and Africa: contact, conflict and cooperation; Democracy in South Africa; Biography.

*Flexible assessment*

*PP Social Sciences (Ed) [IP] 177*

Home department: CURRICULUM STUDIES

### **377 (15) Social Sciences (Ed) (2L, 1T, 1P)**

*History:*

Academic history versus school history; Learners' historical thinking patterns; Analysis and interpretation of historical evidence; The use of empathy in historical understanding; The dynamic nature of historical interpretation understanding.

*Geography:*

How young children making sense of the world; Understanding and developing primary geography; Enquiries and investigations; Map work skills; Using photographs, sketches and diagrams; Fieldwork and outdoor learning; Geography and language development; Geography and ICT.

*Flexible assessment.*

*PP Social Sciences (Ed) [IP] 277*

Home Department: CURRICULUM STUDIES

### **477 (15) Social Sciences (Ed) (2L, 1T, 1P)**

*Geography:*

Using the school locality; Contrasting localities; The wider world; The global dimension; Themes and topics in the Intermediate Phase curriculum; Planning the curriculum; Assessment for learning; Inclusion and special needs.

*History:*

Language in History teaching; Influences on historical understanding; Importance of historical context; Assessment of historical knowledge.

*Flexible assessment.*

*PP Social Sciences 3<sup>xx</sup>*

Home department: CURRICULUM STUDIES



**59188 Social Sciences (Ed) [BEd] (old programme)****178 (10) Social Sciences [FP and ISP] (2L)**

*From a geography perspective:*

- Diverse geographical themes, focusing on Stellenbosch/Western Cape (“investigate the local environment”).
- 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.

*From a history perspective:*

- 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.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**278 (15) Social Sciences (Ed) [ISP] (3L)**

*From a geography perspective:*

- Diverse geographical themes focusing on South Africa (“investigate contrasting localities”): 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).

*From a history perspective:*

- 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?

*Flexible assessment*

*PP Social Sciences (Ed) 178*

Home department: CURRICULUM STUDIES

**378 (20) Social Sciences (Ed) [ISP] (4L)**

*From a geography perspective:*

- Diverse geographic themes with the focus on Africa (“relationships with one other and with the rest of the world”): 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.

*From a history perspective:*

- 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?

*Flexible assessment*

*PP Social Sciences (Ed) 278*

Home department: CURRICULUM STUDIES

### **478 (20) Social Sciences (Ed) [ISP] (4L)**

*From a geography perspective:*

- Diverse geographic themes with a world focus (“*interrelationships and the impact of global trends*”): 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.

*From a history perspective:*

- 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?.

*Flexible assessment*

*PP Social Sciences (Ed) 378*

Home department: CURRICULUM STUDIES

## **13998 Sociology of Education [BEd] (new programmes)**

### **377 (10) Sociology of Education [IP] (2L)**

This module explores educational processes and practices in their specific social contexts. Social theories of education are applied to an understanding of school and classroom educational practices. The module gives attention to social inclusion and diversity in education. It aims to develop students’ reflective and pedagogical capacities to establish inclusive and socially just classroom practices

Home Department: EDUCATION POLICY STUDIES

### **379 (10) Sociology of Education [FP] (2L)**

This module explores educational processes and practices in their specific social contexts. Social theories of education are applied to an understanding of school and classroom educational practices. The module gives attention to social inclusion and diversity in education. It aims to develop students’ reflective and pedagogical capacities to establish inclusive and socially just classroom practices.

Home Department: EDUCATION POLICY STUDIES

## **13987 South African Sign Language: Language and Literacy Education [BEd] [FP] (old programme)**

### **284 (15) South African Sign Language: Language and Literacy Education (2L, 1T)**

This module, which is presented in South African Sign Language, exposes students to relevant content and pedagogical knowledge to ensure effective language and literacy instruction in the Foundation Phase (Grades R to 3) for the context of South African Sign Language.

*Flexible Assessment*

P Elective based on language proficiency.

P SASL Acquisition 178 for students who are not SASL first-language users.

Home department: CURRICULUM STUDIES

**384 (15) South African Sign Language: Language and Literacy Education (2L, 1T)**

This module, which is presented in South African Sign Language, exposes students to relevant content and pedagogical knowledge to ensure effective language and literacy instruction in the Foundation Phase (Grades R to 3) for the context of South African Sign Language.

*Flexible Assessment*

*P South African Sign Language: Language and Literacy Education 284*

Home department: CURRICULUM STUDIES

**484 (15) South African Sign Language: Language and Literacy Education (2L, 1T)**

This module, which is presented in South African Sign Language, exposes students to relevant content and pedagogical knowledge to ensure effective language and literacy instruction in the Foundation Phase (Grades R to 3) for the context of South African Sign Language.

*Flexible assessment*

*P South African Sign Language: Language and Literacy Education 384*

Home department: CURRICULUM STUDIES

**13988 South African Sign Language: Language of Learning and Teaching [BEd] [FP] (old programme)****288 (5) South African Sign Language: Language and Literacy Education (1L, 1T)**

This module exposes students to relevant content and pedagogical knowledge of South African Sign Language as a language of learning and teaching in Foundation phase classrooms (Grades R to 3).

This module must be completed by students who are enrolled for South African Sign Language: Language and Literacy Education 284

*Flexible Assessment*

*P South African Sign Language: Language and Literacy Education 284*

Home department: CURRICULUM STUDIES

**13565 Space and Shape [ADE]****271 (20) Space and Shape (IP Mathematics Teaching)**

After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach:

- Properties of 2-D shapes and 3-D objects
- Angles
- Symmetry
- Transformations
- Viewing of objects
- Position and movement
- Incorporating ICT where applicable

Home department: SUNCEP

**272 (22) Space and Shape (SP Mathematics Teaching)**

After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach:

- Properties of 2D and 3D shapes
- Straight lines
- Transformations
- Constructions
- Incorporating ICT where applicable

Home department: SUNCEP

**13488 Specialisation in Language and Literacy [BEdHons] (new programme)****744 (15) Specialisation in Language and Literacy**

Questioning current assumptions of the remediation of reading and writing problems. Research-based approach to instruction that improves language and literacy learning in the classroom.

Home department: CURRICULUM STUDIES

This module will not be offered in 2021.

**61301 Staff Development in Higher Education [MEd (Higher Education)]****875 (10) Staff Development**

Staff development in higher education.

Home department: CURRICULUM STUDIES

**61417 Student Learning in Higher Education [MPhil Higher Education]****875 (10) Student Learning**

Student learning in higher education.

Home department: CURRICULUM STUDIES

**61980 Support in School and Community Contexts [MEd (Educational Support)]****872 (30) Development Programmes**

- The learner in context
- Support for schools and teachers
- Support and education development programmes in the community
- Adult Basic Education (ABE)

Home department: EDUCATIONAL PSYCHOLOGY

**13732 Sustainable Living [PGCE]****771 (6) Sustainable Living (1L)**

- Human interactions with the environment and the impact of these interactions on the environment.
- The development of meaningful learning programmes to enable learners within the context of a diverse society to make responsible decisions with regard to human activities and sustainable life styles.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**45616 Teaching and Learning****178 (16) Practice [BEd] [ISP and FP] (old programme) (2L, 1P)**

- 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.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**278 (20) Practice [BEd] [ISP] (old programme) (2L, 2P)**

School practice teaching as an integral part of teacher training programmes.

*Sport Science:* theoretical base and practical experience of typical movement education content for learners.

*Institute practicum (lesson analysis):*

- Presentation of lessons in different learning areas.
- Observation and evaluation.

*Institute practicum (media education):*

- Production of non-projection and audio-visual aids.
- Use of projection and audio-visual 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.

*Flexible assessment*

*PP Teaching and Learning 178*

Home department: CURRICULUM STUDIES

**288 (35) Practice Grade R [BEd] [FP] (old programme) (3L, 2P)**

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 audio-visual 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.

*Flexible assessment*

*PP Teaching and Learning 178*

Home department: CURRICULUM STUDIES

**378 (25) Practice [BEd] [ISP] (old programme) (2L, 2P)**

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.

*Flexible assessment*

*PP Teaching and Learning 278*

Home department: CURRICULUM STUDIES

**388 (20) Practice Grades 1-3 [BEd] [FP] (old programme) (2L, 2P)**

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.

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.

*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.

*Flexible assessment*

*PP Teaching and Learning 288*

Home department: CURRICULUM STUDIES

**478 (40) Practice [BEd] [ISP] (old programme) (2L, 4P)**

Broader issues that influence teaching and learning as educational processes.

Understanding teaching as a social practice of life-long learning and continuous professional development.

*School visits:*

- 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.*

*Flexible assessment*

*PP Teaching and Learning 378*

Home department: CURRICULUM STUDIES

**488 (35) Practice Grades 1-3 [BEd] [FP] (old programme) (2L, 4P)**

Broader issues that influence teaching and learning as educational processes.

Understanding teaching as a social practice of life-long learning and continuous professional development.

*School visits:*

- 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.*

*Flexible assessment*

*PP Teaching and Learning 388*

Home department: CURRICULUM STUDIES

**791 (30) Teaching and Learning in Higher Education [PGDip (Higher Education) (Teaching and Learning)]**

The focus of this module is the theory and reflective practice of teaching in higher education:

- 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.

*Core module*

Home department: CURRICULUM STUDIES

**13487 Teaching Creative Writing [BEdHons] (new programme)****744 (15) Teaching Creative Writing**

Elective module. This module explores creative writing teaching in depth through experiential, innovative teaching practices. Theories of creativity and writing from diverse fields are studied and related to the demands of the current school system. Students are expected to participate in class and online in a number of discussions and assignments and to produce a journal and writing portfolio by the end of the module.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**61247 Teaching in Higher Education [MPhil (Higher Education)]****875 (10) Teaching**

Teaching in higher education.

Home department: CURRICULUM STUDIES

**59218 Technology (Ed) [BEd] (old programme)****278 (10) Technology [ISP] (2L)**

Subject matter: graphic communication, structure, processing, systems and management.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**288 (10) Technology [FP] (2L)**

Subject matter: graphic communication, structure, processing, systems and management.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**61425 Technology in Higher Education [MPhil (Higher Education)]****875 (10) Technology**

Technology in higher education.

Home department: CURRICULUM STUDIES

**13561 Trigonometry [ADE (FET Mathematics Education)]****271 (14) Trigonometry**

After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach:

- Basic relations
- Identities
- Equations
- Functions
- Formulae
- Rules for solving 2D and 3D problems
- Incorporating ICT where applicable

Home department: SUNCEP

**13758 Visual Art Teaching [PGCE]****771 (20) Visual Art Teaching (2L, 2P)**

Effective teaching approaches and methods in the teaching of visual art as a high school subject. This module is an elective to students who wish to offer Visual Art as a specialisation subject on the high school level.

*Flexible assessment*

*Prerequisite: A three-year degree in Arts.*

Home department: CURRICULUM STUDIES

**12903 Work and Learning [PGDip (Higher Education) (Teaching and Learning)]****791 (30) Work and Learning**

The module addresses:

- 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).

*Elective module*

Home department: CURRICULUM STUDIES

**13437 Work Integrated Learning [ADE (Teaching)]****171 (6) Work Integrated Learning 1**

Work integrated learning including, mentoring via cluster discussions, classroom support/visits, Moodle and web2.0 tools.

Home department: SUNCEP

**272 (6) Work Integrated Learning 2**

Continuation of the module followed in the first year of study.

Work integrated learning including, mentoring via cluster discussions, classroom support/visits, Moodle and web2.0 tools.

Home department: SUNCEP

**21687 Xhosa [BA, BEd (Gen Ed)] (old programme)**

*Please note:*

- 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.
- A system of *flexible assessment* is used in all Xhosa modules.

**178 (24) Introduction to Xhosa Language and Culture (3L, 1T)**

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.

*Notes*

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 Faculty of Medicine and Health Sciences 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)**

*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 [BEd] (old programme)****278 (5) Xhosa as Language of Learning and Teaching [ISP] (1L, 1T)**

The effective use of Xhosa as communication tool and teaching medium.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**288 (5) Xhosa as Language of Learning and Teaching [FP] (1L, 1T)**

The effective use of Xhosa as communication tool and teaching medium.

*Flexible assessment*

Home department: CURRICULUM STUDIES



**12461 Xhosa Communication [BEd] (old programme)****378 (10) Xhosa Communication [ISP] (2L, 1T)**

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.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**388 (10) Xhosa Communication [FP] (2L, 1T)**

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.

*Flexible assessment*

Home department: CURRICULUM STUDIES

**47515 Xhosa (Ed) [BEd] (old programme)****278 (15) Xhosa [ISP] (2L, 1T)**

- 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.

*Flexible assessment*

*PP Xhosa 178 or 188*

Home department: CURRICULUM STUDIES

**284 (15) Xhosa [FP] (2L, 1T)**

- 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.

*Flexible assessment*

*PP Xhosa 178 or 188*

Home department: CURRICULUM STUDIES

**378 (20) Xhosa [ISP] (3L, 1T)**

- 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.

*Flexible assessment*

*PP Xhosa (Ed) 278*

Home department: CURRICULUM STUDIES

**384 (15) Xhosa [FP] (2L, 1T)**

- 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.

*Flexible assessment*

*PP Xhosa (Ed) 284*

Home department: CURRICULUM STUDIES

**478 (20) Xhosa [ISP] (3L, 1T)**

- Development and application of an integrative language teaching programme focussing on speaking, listening, reading and writing skills for the Senior and/or Intermediate Phase learner.
- Extensive literary reviews and research.

*Flexible assessment*

*PP Xhosa (Ed) 378*

Home department: CURRICULUM STUDIES

**484 (15) Xhosa [FP] (2L, 1T)**

- 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.

*Flexible assessment*

*PP Xhosa (Ed) 384*

Home department: CURRICULUM STUDIES

**13851 IsiXhosa Home Language (Ed) [FP] (BEd: new programme)****179 (15) IsiXhosa Home Language (Ed) [FP] (1L, 1 online L, 1T)**

This is a year module that invests in orientating teacher trainees into the theories and ideologies of facilitating the teaching of isiXhosa as a 'Home Language' (HL), towards equipping the student with the necessary strategies for teaching practice.

The process of producing innovative and socially responsible, as well as culturally sensitive isiXhosa teaching practitioners forms the cornerstone of this module towards empowering the school learner regardless of the changes in the national school curricula. However, attention is paid to the alignment with the current South African school curriculum, while reference is made to scholarship of HL pedagogy related to other areas of the African continent and the rest of the world. Paying attention to the coherent integration of IsiXhosa, Numeracy and Literacy in lesson planning is crucial.

*Note:* A pass in Grade 12 isiXhosa First Additional Language or Grade 12 isiXhosa Home Language is required.

*Flexible Assessment*

Home department: CURRICULUM STUDIES

**279 (15) IsiXhosa Home Language (Ed) [FP] (1L, 1 online L, 1P)**

This is a second-year Foundation Phase (Grades R – 3) specialisation module that focuses on the development of acquiring skills and competencies for facilitating learning of isiXhosa as a Home Language. Students are trained to make sense of theoretical knowledge in line with observed lessons to formulate working pedagogical strategies for the various learning contexts.

The pedagogical activities are done with and without use of technology with the awareness of the need to improvise in various school circumstances in line with the accessibility to equipment, electricity and other facilities. The notion of play for facilitating forms, a vital part of this module in conjunction with sensitivity to Constitutional Children's Rights.

- Continuous and maintained upliftment of the quality of what and how the learners learn African languages, in particular isiXhosa as a language used at home or they are most familiar with
- Integrated outcomes teaching approach
- Children's literature teaching and literacy development
- Facilitate acquisition of academic, visual, social, thinking, viewing, numeracy, functional and critical literacies
- Facilitation skills to teach theme-based oral presentation competencies and skills
- Demonstrate reasonable understanding of the culture and norms of amaXhosa
- Discuss the relevance of theories that influence lesson planning for the augmentation of comprehension of content knowledge across the curriculum, with more focus on Numeracy or Mathematical literacy integration
- Link between the Xhosa language and culture

*Flexible Assessment*

*PP IsiXhosa Home Language (Ed) [FP] 179*

*C Grade R Theory and Practice 279*

Home department: CURRICULUM STUDIES

### **379 (15) IsiXhosa Home Language (Ed) [FP] (1 Online L, 1T, 1P)**

This is a Bachelor of Education (BEd) module that aims to intensify the training of students to facilitate learning of isiXhosa as a Home Language to Foundation Phase learners in an innovative manner. The underlying philosophy promotes integrated outcomes that embed functional skills, values and mindsets. This means that teacher-trainees are encouraged to reason deeply on how theoretical knowledge applicable in their lesson planning can meet the acquisition of the essential social, academic and economic value of the Xhosa language. Thus, this module heightens the importance of teaching of isiXhosa as a home language for producing useful knowledge. In this module, the attributes for future professional service are key, hence, students' conceptualisation of the module content, theory and practice is key.

Key topics:

- Story-telling and culture.
- Integration of Language, Numeracy, Social Skills, Reasoning Skills and Literacy genre
- Teaching of isiXhosa that ignites learners' interest to learn and further curiosity

*Flexible Assessment*

*PP IsiXhosa Home Language (Ed) [FP] 279*

Home department: CURRICULUM STUDIES

### **479 (15) IsiXhosa Home Language (Ed) [FP] (1 Online L, 1T, 1P)**

This is a Bachelor of Education (BEd) fourth-year module designed for isiXhosa as Home Language (Education) Foundation Phase specialisation. It seeks to equip teacher-trainees with useful pedagogical strategies that draw the interest of the learners to acquire or develop specific literacy practices with enjoyment. Hence, innovation such as materials development (to supplement textbooks/ learner guides) is encouraged. Thus, an exploration of digital, audio-visual, oral, written and performative creativity form part of this module to generate stimuli for learning.

The notion of integrated outcomes is aimed at assisting in the promotion of or maintaining (where necessary) the standard of teaching and learning isiXhosa as an African language. The embedding of themes in isiXhosa lessons by teacher-trainees facilitates hope for responsible citizenship.

In this module, the attributes for future professional service are key, thus analysis, evaluation and conceptualisation of the module content are key to teacher-trainees. This module also aims at preparing students to value biliteracy and reasonable bi-/multi-lingual pedagogical practices, for learners who are part of a multilingual society.

*Flexible Assessment*

*PP IsiXhosa Home Language (Ed) [FP] 379*

Home department: CURRICULUM STUDIES

## **14245 IsiXhosa First Additional Language (Ed) [FP] (BEd: new programme)**

### **179 (15) IsiXhosa First Additional Language (Ed) [FP] (1L, 1 Online L, 1T)**

This is a year module that invests in orientating teacher trainees into the theories and ideologies of facilitating the teaching of isiXhosa as a 'First Additional Language' (FAL) towards equipping the student with the necessary strategies for teaching practice.

The process of producing innovative and socially responsible, as well as culturally sensitive isiXhosa practitioners forms the cornerstone of this module towards empowering the school learner regardless of the changes in the national school curricula. However, attention is paid to the alignment with the current South African school curriculum, while reference is made to scholarship of FAL pedagogy related to other areas of the African continent and the rest of the world. Paying attention to the coherent integration of IsiXhosa, Numeracy and Literacy in lesson planning is crucial.

*Note:* A pass in Grade 12 isiXhosa First Additional Language or Grade 12 isiXhosa Home Language is required.

*Flexible Assessment*

Home department: CURRICULUM STUDIES

### **279 (15) IsiXhosa First Additional Language (Ed) [FP] (1 Online L, 1T, 1P)**

This is a second-year Foundation Phase (Grades R – 3) specialisation module that focuses on the development of skills and competencies for facilitating learning of IsiXhosa as a First Additional Language. Students are trained to make sense of theoretical knowledge in line with observed lessons to formulate working pedagogical strategies for the various learning contexts.

The pedagogical activities are done with and without use of technology with the awareness of the need to improvise in various school circumstances in line with the accessibility to equipment, electricity and other facilities. The notion of play for facilitating forms, a vital part of this module in conjunction with sensitivity to Constitutional Children's Rights.

Topics:

- Facilitation of functional, visual and social literacies
- Training in performative strategies for learning
- Competence in oral proficiency teaching, especially public speaking, and presentation

*Flexible Assessment*

*PP IsiXhosa First Additional Language (Ed) [FP] 179*

*C Grade R Theory and Practice 279*

Home department: CURRICULUM STUDIES

### **379 (15) IsiXhosa First Additional Language (Ed) [FP] (1 Online L, 1T, 1P)**

This is a Bachelor of Education (BEd) module that seeks to intensify the training of students to facilitate learning of isiXhosa as a First Additional Language to Foundation Phase learners in an innovative manner. The underlying philosophy promotes integrated outcomes that embed functional skills, values and mindsets. This means that teacher-trainees are encouraged to reason deeply on how theoretical knowledge applicable in their lesson planning can meet the acquisition of the essential social, academic and economic value of the Xhosa language. For this, practise is key

Key topics:

- Application of theories for second language teaching and learning
- Linking language and culture
- Storytelling for literacy development
- Creative writing for materials development
- Review and selection of children's literature.
- Integration of Language, Numeracy, Social Skills, Reasoning Skills and Literacy genre
- Teaching of isiXhosa that ignites learners' interest to learn and further curiosity

*Flexible assessment*

*PP IsiXhosa First Additional Language (Ed) [FP] 279*

Home department: CURRICULUM STUDIES

### **479 (15) IsiXhosa First Additional Language (Ed) [FP] (1L, 1 Online L, 1P)**

This is a Bachelor of Education (BEd) for Foundation Phase specialisation that focuses on training students to teach isiXhosa as First Additional Language, more in line with the South African multicultural environment. This module seeks to assist teacher-trainees to design reading, viewing and assessment material or tools that are appropriate/adaptable for the different grades in the Foundation Phase, **and which they can use during teaching practice in schools to supplement textbooks and learners' guides**. This is in consideration of the current uneven access to essential equipment and facilities in public schools located in South Africa.

It uses a performative, creative form of facilitating the learning of isiXhosa. Such work could give co-inspirational hope to society via schools by motivating learners to be responsible citizens through the themes embedded in isiXhosa learning. Communal learning is valued in this module.

The attributes for future professional service are key, thus the conceptualisation of the module is key to help teacher-trainees to value literacy and biliteracy in multilingual schools through the creation of written, visual, audiovisual and verbal learning opportunities accordingly.

*Flexible assessment*

*Prerequisites:*

*PP IsiXhosa First Additional Language (Ed) [FP] 379*

Home department: CURRICULUM STUDIES

## **14245 IsiXhosa First Additional Language (Ed) [IP] (BEd: new programme)**

### **177 (15) IsiXhosa First Additional Language (Ed) [IP] (2L, 1T)**

The main aim of this module is to equip pre-service teachers, with issues of isiXhosa First Additional Language learning and teaching. This is done so that the pre-service teachers are able to face the challenges of the modern time classrooms and develop their confidence as teachers of isiXhosa First Additional Language. The students will be equipped on how to deal with different teaching methods appropriate for the Intermediate Phase learner profiles. The module will cover the following:

- cultural history of amaXhosa and isiXhosa as a language;
- isiXhosa and literacy instruction, including visual literacy, academic literacy, functional literacy and critical literacy;
- lesson planning and evaluation techniques;
- understanding of the notion of integrated teaching and learning outcomes with the motto "Every learner matters!";
- analytical reflective practice in line with practical application of theoretical knowledge for the development of mature insights;

- teaching creative writing in isiXhosa as part of teaching and learning resources development;
- understanding the lexical and linguistic features of isiXhosa as language.

*Note:* IsiXhosa Grade 12 Home Language/First Additional Language, or equivalent, is required for admission to this module.

*Flexible Assessment*

Home department: CURRICULUM STUDIES

### **277 (15) IsiXhosa First Additional Language (Ed) [IP] (2L, 1T)**

This is a second-year module of isiXhosa education, which is a continuation from isiXhosa FAL Education 177. The main aim of this module is to equip pre-service teachers, with issues of isiXhosa First Additional Language learning and teaching. This is done so that the pre-service teachers are able to face the challenges of the modern time classrooms and develop their confidence as teachers of isiXhosa First Additional Language. The students will be equipped on how to deal with different teaching methods appropriate for the Intermediate Phase Learner profiles. The module will cover the following:

- cultural history of amaXhosa and isiXhosa as a language;
- isiXhosa and literacy instruction, including visual literacy, academic literacy, functional literacy and critical literacy;
- lesson planning and evaluation techniques;
- understanding of the notion of integrated teaching and learning outcomes with the motto “Every learner matters!”;
- analytical reflective practice in line with practical application of theoretical knowledge for the development of mature insights;
- Teaching creative writing in isiXhosa as part of teaching and learning resources development;
- Understanding the lexical and linguistic features of isiXhosa as language.

*Flexible Assessment*

*PP IsiXhosa First Additional Language (Ed) 177*

Home department: CURRICULUM STUDIES

### **377 (15) IsiXhosa First Additional Language (Ed) [IP] (2L, 1P)**

The students will be equipped with the required skills to function well in their classrooms. This module is designed to build on the knowledge acquired in the previous years. The pre-service teachers will be able to evaluate and analyse the pertinent issues in teaching isiXhosa in the classrooms. In this module, the students will develop understanding of multilingual classrooms in South Africa to function in these classrooms in a sensible manner. Understanding the implementation requirements for the national curriculum (CAPS) for IsiXhosa FAL. Grounded understanding of isiXhosa instruction within the basic education bands.

*Flexible Assessment*

*PP IsiXhosa First Additional Language (Ed) [IP] 277*

Home department: CURRICULUM STUDIES

### **477 (15) IsiXhosa First Additional Language (Ed) [IP] (2L, 1P)**

The module aims at crafting professionals in facilitation of the IsiXhosa FAL, culture and initial literacy for enjoyment, enrichment and empowerment.

Module content entails:

- Integration of isiXhosa learning outcomes;
- Competency-based assessment that creates learning opportunities for isiXhosa and literacy advancement for attainment of deep learning;
- Working skilfully in overcrowded classrooms and with mixed literacy proficiencies in one class;
- The continuum of teaching practice in line with the current national curriculum (CAPS) for isiXhosa Home Language;
- Critical reflections on the link between theoretical early literacy teaching knowledge gained at university and the practical realities of application in schools;
- Grounded understanding of isiXhosa teaching and learning principles regardless of the possible changes in national isiXhosa curricula for additional language in the basic education bands.

*Flexible Assessment*

*PP IsiXhosa First Additional Language (Ed) [IP] 377*

Home department: CURRICULUM STUDIES

### **14267 IsiXhosa as a Language of Conversational Competence [PGCE] (if you are enrolling for the first time in 2021)**

#### **771 (5) Xhosa as a Language of Communicative Competence (1L)**

To acquire the competence to use isiXhosa as an official African language at basic conversational level.

*Flexible assessment*

Home department: CURRICULUM STUDIES

### **13999 IsiXhosa Communication [BEd] (new programmes)**

#### **379 (5) IsiXhosa Communication [FP] (2L)**

The module aims at crafting teachers who value multilingualism through awareness about local language heritage and displaying of cultural sensitivity. Learning activities are balanced between oral and written. Module content is customised for successful communication with primary school learners at early learning phases as well with individuals in the broader social contexts. Competencies include:

- Initiating and responding to conversations;
- Being functional using isiXhosa in various social situations such as making polite requests;
- asking questions for clarity;
- asking for or offering help;
- knowing learners' slang and dialects of rural and urban youth.
- participating as responsible citizens within local or provincial communities, e.g. singing the South African National Anthem, with understanding and regarding the the South African Constitutional Children's Rights Charter and school policies.

*Competency-based flexible assessment*

*Students should complete this module in their third year of study in the BEd programme and not be registered for an IsiXhosa (Ed) module.*

Hosting department: CURRICULUM STUDIES

#### **377 (5) IsiXhosa Communication [IP] (2L)**

The module aims at crafting teachers who value multilingualism through awareness about local language heritage and displaying of cultural sensitivity. It is customised for successful communication with Intermediate/Senior Phase school learners as well as in the broader social contexts.

*Flexible assessment*

*This module cannot be followed by students who are enrolled for IsiXhosa (Ed).*

Home Department: CURRICULUM STUDIES

### **61824 IsiXhosa Curriculum Studies [BEdHons]**

#### **711 (15) IsiXhosa Curriculum Studies**

This module presents an intensive overview of the pedagogy of isiXhosa instruction, and practice. It aims at deepening insights into isiXhosa curriculum implementation for different learning school grades, adapting a transdisciplinary approach within national and international scholarly frames of reference to language development and literacy education in multicultural schools for specific emerging education horizons. Eclectic assessment methods are adhered to and opportunities for academic advancement are created through blended learning.

Attendance of contact sessions is crucial for a repertoire of first-hand examples of good practice.

*Flexible assessment*

Home department: CURRICULUM STUDIES

### **13851 IsiXhosa Home Language (Ed) [IP] (BEd: new programme)**

#### **177 (15) IsiXhosa Home Language (Ed) [IP] (2L, 1T)**

This is a first-year module that orientates Bachelor of Education students to the demands, joys and challenges of becoming an isiXhosa teacher in a South African context at Intermediate Phase, i.e. Grades 4–6, as well as Grade 7.

Aspects of learning include pragmatics; language structure; exposure to different text genres that model what to expect in schools, and their social and academic functions in written genres; folklore – spoken word art and related cognitive benefits; language-related culture in literacy discourse; popular education methods as strategies for facilitation of learning of various isiXhosa texts; facilitation of academic literacy; facilitation of critical literacy, isiXhosa literature of teaching and linguistic history of isiXhosa.

*Note:* isiXhosa Grade 12 Home Language/ First Additional Language, or equivalent is required for admission to this module.

*Competency-based flexible assessment*

Home Department: CURRICULUM STUDIES

### **277 (15) IsiXhosa Home Language (Ed) [IP] (2L, 1T)**

This is a second-year module which progresses from IsiXhosa HL 177. The module aims at crafting pre-service teachers who have been well introduced to the relationship between the Xhosa language and culture while being sensitised to choices of teaching methods appropriate to identified Intermediate Phase learner profiles. These include literacy identities in isiXhosa.

Module content also entails:

- cultural history of amaXhosa and isiXhosa;
- isiXhosa and literacy instruction, including visual literacy, academic literacy, functional literacy and critical literacy;
- lesson planning and evaluation techniques;
- understanding of the notion of integrated teaching and learning outcomes with the motto “Every learner matters!”;
- analytical reflective practice in line with practical application of theoretical knowledge for the development of mature insights;
- teaching creative writing in isiXhosa as part of teaching and learning resources development.

*Competency-based flexible assessment*

*PP IsiXhosa Home Language (Ed) 177*

Home Department: CURRICULUM STUDIES

### **377 (15) IsiXhosa Home Language (Ed) [IP] (2L, 1P)**

This is a full-year final-year module of the Bachelor of Education programme. It aims at crafting professionals specialising in facilitation of learning of isiXhosa as a First/Home Language. It recognises the intimate relationship between language and culture, and relevant theories are studied to enable pre-service teachers to facilitate emergent and initial literacy acquisition and development. It is designed to ensure that the teachers understand their role of ethically and professionally harnessing individual potential and creative minds, with the philosophy that every learner matters even in cases of diverse teaching situations such as overcrowded classrooms or having learners with mixed language levels within one class. The doctrine adopted is that every child matters and has a right to quality education.

Pre-service teachers are expected to portray appreciation of the isiXhosa language. Creativity is encouraged to design learning activities that would harness learners’ potential to develop academically and as social beings in application of the concept of Ubuntu, or rather positive impact-bearing pedagogies.

*Competency-based flexible assessment*

*PP IsiXhosa Home Language (Ed) [IP] 277*

Home Department: CURRICULUM STUDIES

### **477 (15) IsiXhosa Home Language (Ed) [IP] (2L, 1P)**

This is a Bachelor of Education (BED) final-year module aimed at shaping professionals specialising in facilitating learning of isiXhosa as a Home Language (IsiXhosa HL) at Intermediate Phases in schools. The module recognises the contribution that first languages can have in advancing critical understanding across curriculum.

Through the study of relevant theories and guided practice from the lecturer, pre-service teachers present lessons that integrate proficiency in isiXhosa, culture and relevant literacies.

The module is designed in such a way that the role of the isiXhosa HL teacher is understood.

*Competency-based flexible assessment*

*PP IsiXhosa Home Language (Ed) [IP] 377*

Home Department: CURRICULUM STUDIES

## **13747 IsiXhosa Teaching [PGCE]**

### **771 (20) IsiXhosa Teaching (3L, 1P)**

This module aims at crafting professional facilitators of Grade 10-12 isiXhosa facilitators who are relevantly multi-literate.

Module content includes:

- Understanding the theory and implementation of a language curriculum
- Analysing, interpreting and evaluating certain aspects of isiXhosa Home Language or Additional Language Curricula for Grade 10-12;
- Text-based facilitation of isiXhosa learning;
- The role of mother tongue regarding advancement of academic, functional and critical literacies in fostering deep learning of content across the curriculum as well as preparedness for higher education.
- Helping additional language learners of isiXhosa to be functionally literate for different purposes in a variety of contexts;

- Reflexivity pertaining to teaching practice experience complexities as a prospect for consultative planning, further enquiry, cultural insightfulness, problem-solving and new knowledge generation for best practices.
- Commitment to serving with integrity in the view that every learner in a Xhosa class matters and has a right to quality education.

*Flexible assessment*

*Prerequisite passes are as follows:*

- IsiXhosa at second-year level (at least 32 credits).
- You must also pass a screening or an **oral proficiency assessment** to ascertain a reasonable oral proficiency in isiXhosa.

Prerequisite passes for the Advanced Study option in IsiXhosa Teaching:

- IsiXhosa at third-year level (NQF level 7) (at least 32 credits).
- You must also pass a pre-admission oral screening assessment to ascertain whether you have a reasonable oral proficiency in isiXhosa and to verbally determine your motivation to study the module. Four slots are available for these tests and a booking must be made by e-mail. Further details are available from the Faculty of Education's registration office.

Home department: CURRICULUM STUDIES

### **13605 Zoology Teaching A [ADE (FET Life Sciences Teaching)]**

#### **171 (15) Zoology Teaching A (32L, 15P)**

- Meiosis, protein synthesis
- Genetics
- DNA profiling
- History of life on earth
- Human evolution
- Biodiversity in animals
- ICT integration

Home department: SUNCEP

### **13606 Zoology Teaching B [ADE (FET Life Sciences Teaching)]**

#### **271 (15) Zoology Teaching B (32L, 15P)**

- Animal tissues
- Human organ systems
- Human interaction in the environment
- Social organisation and succession

Home department: SUNCEP



## **Research and Service Bodies**

### **1. Centre for Higher and Adult Education**

#### *Background*

The Centre for Higher and Adult Education in the Department of Curriculum Studies has been in existence since April 1997 and functions as an independent centre. It provides professional research, development, training and consultation services to institutions and organisations in the field of higher and adult education.

#### *Objectives*

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.

#### *Service provision*

The services offered by the Centre are characterised by the quality of their design, planning, preparation, presentation and follow-up work. The Centre thus contributes to continuing professional growth and development, lifelong learning of individuals, and the creation of learning organisations.

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.

#### *Contact details*

The Director: Prof L Frick  
 Centre for Higher and Adult Education  
 Department of Curriculum Studies  
 Faculty of Education  
 Stellenbosch University  
 Private Bag X1  
 MATIELAND 7602  
 Tel.: 021 808 3807/2277 Fax: 021 808 2270 E-mail: blf@sun.ac.za

### **2. The Environmental Education Programme (EEP)**

#### *Background*

EEP functions as a programme offered by the Department of Curriculum Studies. It is funded via the WWF (SA) by a number of companies and private undertakings.

#### *Objectives*

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.

#### *Contact details*

Programme leader: Prof CPS Reddy  
 Further information can be obtained from:  
 Tel.: 021 808 2259 E-mail: cpsr@sun.ac.za

### 3. Information Centre for Children's Literature and Media (ISKEMUS)

#### *Background*

This Centre, which is generally known as "ISKEMUS" (its Afrikaans acronym), was established in 1978.

#### *Objectives*

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.

#### *Contact details*

ISKEMUS

Media Centre

Faculty of Education

GG Cillie Building

Private Bag X1

MATIELAND 7602

Tel.: 021 808 2323 Fax: 021 808 2283

### 4. Practicum Unit of the Department of Educational Psychology

#### *Service provision*

The Practicum Unit of the Department of Educational Psychology offers a professional service to the broader community and schools. Senior students offer psychological services (assessment and therapeutic inputs) to clients 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.

#### *Contact details*

Tel.: 021 808 2229 Fax: 021 808 3932 E-mail: [pracunit\\_edpsych@sun.ac.za](mailto:pracunit_edpsych@sun.ac.za)

### 5. Research Unit for Mathematics Education (RUMEUS)

#### *Background*

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.

#### *Objectives*

The research programme of the Unit focuses on the in-depth description and analysis of learners' mathematical thinking and concepts, and on developing such thinking and concepts in order to institute research-based curriculum design in schools.

The Unit takes a constructivist perspective on knowledge and learning in all its research.

#### *Service provision*

Since its creation, the Unit has done research 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.

#### *Contact details*

The Director

Tel.: 021 808 2289 Fax: 021 808 2295 E-mail: [aio@sun.ac.za](mailto:aio@sun.ac.za)

## **6. Stellenbosch University Centre for Pedagogy (SUNCEP)**

### *Background*

In January 2013, the Institute for Mathematics and Science Teaching (IMSTUS) and the Centre for Education Leadership and Management (CELEMUS) at Stellenbosch University merged to form a new centre.

The rich experience acquired over the years by the staff members of these two institutions places the newly established Centre in a position where existing programmes can be continued and new programmes can be launched with confidence. In this way the proud history of these two institutions can reach even greater heights.

### *Objectives*

The aim in both the teachers' professional learning and in school interventions is to develop and enhance the capacities of teachers and learners. To do this the Centre collaborates with several education districts and provincial Departments of Education in South Africa.

### *Service provision*

The value that the university preparation component adds to the lives of young people is already well known to officials at the education departments, as well as to teachers and parents and to those learners who aspire to study at Stellenbosch University. Two projects are currently being offered:

- The Hope@Maties Programme, which prepares current matriculants and
- SciMathUS, a bridging programme in which learners are supported to improve their matric results in core subjects, and in so doing to improve their chances of university admission.

Both these projects contribute to achieving Stellenbosch University's strategic diversity goals.

The Centre's well-established research component supports and documents the new insights and knowledge generated by the Centre's involvement in education, and an effective administrative support team backs up SUNCEP's activities.

### *Contact details*

The Director of SUNCEP: Dr Benedict Khoboli  
Faculty of Education  
GG Cillie Building  
Stellenbosch University  
Private X1  
MATIELAND  
7602  
Tel.: 021 808 2496 E-mail: [bkhoboli@sun.ac.za](mailto:bkhoboli@sun.ac.za)

## Alphabetical List of Undergraduate and Postgraduate Subjects and Modules

<b>13729</b>	<b>Academic Language Development and Awareness (ALDA) [PGCE] (if you are repeating; the last enrolment is in 2021)</b> .....	<b>53</b>
	771 (8) Academic Language Development and Awareness (ALDA) (2L).....	53
<b>12898</b>	<b>Academic Leadership and Management [PGDip (Higher Education) (Teaching and Learning)]</b> .....	<b>53</b>
	791 (30) The Academic Leader in Higher Education .....	53
<b>13735</b>	<b>Accounting Teaching [PGCE]</b> .....	<b>54</b>
	771 (20) Accounting Teaching (3L, 1P).....	54
<b>14228</b>	<b>Addressing Diverse Learning Needs [BED] (new programmes)</b> .....	<b>54</b>
	414 (10) Addressing Diverse Learning Needs [IP and FP] (2L).....	54
<b>60968</b>	<b>Adult Basic Education and Training [MPhil (Education and Training for Lifelong Learning)]</b> .....	<b>54</b>
	875 (10) Adult Basic Education and Training .....	54
<b>13459</b>	<b>Adult Learning and Support [BEdHons]</b> .....	<b>54</b>
	711 (15) Adult Learning and Support.....	54
<b>13759</b>	<b>Advanced Study [PGCE]</b> .....	<b>54</b>
	771 (20) Advanced Study.....	54
<b>24007</b>	<b>Afrikaans (Ond) [BEd] [ISP] (old programme)</b> .....	<b>55</b>
	278 (15) Afrikaans (3L).....	55
	378 (20) Afrikaans (4L).....	55
	478 (20) Afrikaans (4L).....	55
<b>54828</b>	<b>Afrikaans (Ond) [BEd] [FP] (old programme)</b> .....	<b>55</b>
	284 (15) Afrikaans (3L).....	55
	384 (15) Afrikaans (3L).....	55
	484 (15) Afrikaans (3L).....	56
<b>39373</b>	<b>Afrikaans and Dutch</b> .....	<b>56</b>
	178 (24) Introductory Studies in Afrikaans Language and Literature (3L, 2P) .....	56
	278 (32) Intermediate Studies in Afrikaans Language and Literature (3L, 2P).....	56
<b>14266</b>	<b>Afrikaans as Taal van Leer en Onderrig [PGCE] (if you are enrolling for the first time in 2021)</b> .....	<b>56</b>
	771 (5) Afrikaans as Taal van Leer en Onderrig (1L) .....	56
<b>12474</b>	<b>Afrikaans as Taal van Onderrig en Leer [BEd] (old programme)</b> .....	<b>56</b>
	278 (5) Afrikaans as Taal van Onderrig en Leer [ISP] (1L, 1T).....	56
	288 (5) Afrikaans as Taal van Onderrig en Leer [FP] (1L, 1T).....	57
<b>13850</b>	<b>Afrikaans Eerste Addisionele Taal (Ond) [BEd] [IP] (new programme)</b> .....	<b>57</b>
	177 (15) Afrikaans Eerste Addisionele Taal (Ond) [IP] (2L, 1T) (new and old programme).....	57
	277 (15) Afrikaans Eerste Addisionele Taal (Ond) [IP] (3L).....	57
	377 (15) Afrikaans Eerste Addisionele Taal (Ond) [IP] (3L).....	57
	477 (15) Afrikaans Eerste Addisionele Taal (Ond) [IP] (3L).....	57
<b>13850</b>	<b>Afrikaans Eerste Addisionele Taal (Ond) [BEd] [FP] (new programme)</b> .....	<b>58</b>
	179 (15) Afrikaans Eerste Addisionele Taal (Ond) [FP] (2L, 1T) (new and old programme).....	58
	279 (15) Afrikaans Eerste Addisionele Taal (Ond) [FP] (2L, 1T).....	58
	379 (15) Afrikaans Eerste Addisionele Taal (Ond) [FP] (2L, 1T).....	58
	479 (15) Afrikaans Eerste Addisionele Taal (Ond) [FP] (3L) .....	58
<b>13849</b>	<b>Afrikaans Huistaal (Ond) [BEd] [IP] (new programme)</b> .....	<b>58</b>
	177 (15) Afrikaans Huistaal (Ond) [IP] (2L, 1T) (new and old programme) .....	58
	277 (15) Afrikaans Huistaal (Ond) [IP] (3L).....	58
	377 (15) Afrikaans Huistaal (Ond) [IP] (3L).....	59
	477 (15) Afrikaans Huistaal (Ond) [IP] (2L, 1T).....	59

<b>13849 Afrikaans Huistaal (Ond) [BEd] [FP] (new programme)</b> .....	<b>59</b>
179 (15) Afrikaans Huistaal (Ond) [FP] (2L, 1T) (new and old programme).....	59
279 (15) Afrikaans Huistaal (Ond) [FP] (2L, 1T).....	59
379 (15) Afrikaans Huistaal (Ond) [FP] (2L, 1T).....	59
479 (15) Afrikaans Huistaal (Ond) [FP] (3L).....	59
<b>12462 Afrikaans Kommunikasie [BEd] (old programme)</b> .....	<b>60</b>
378 (10) Afrikaans Kommunikasie [ISP] (2L, 1T).....	60
388 (10) Afrikaans Kommunikasie [FP] (2L, 1T).....	60
<b>12462 Afrikaans Kommunikasie [BEd] (new programmes)</b> .....	<b>60</b>
377 (5) Afrikaans Kommunikasie [IP] (1L, 1T).....	60
379 (5) Afrikaans Kommunikasie [FP] (1L, 1T).....	60
<b>57487 Afrikaans Language Acquisition</b> .....	<b>60</b>
188 (24) Afrikaans as Second Language (3L, 2P).....	60
<b>13736 Afrikaans-onderrig [PGCE]</b> .....	<b>61</b>
771 (20) Afrikaans-onderrig (3L, 1P).....	61
<b>61484 Afrikaans-onderwys (Skoolvak) [MEd (Curriculum Studies)]</b> .....	<b>61</b>
872 (40) Afrikaans-onderwys-spesialisering .....	61
<b>13737 Agricultural Sciences Teaching [PGCE]</b> .....	<b>61</b>
771 (20) Agricultural Sciences Teaching (3L, 1P) .....	61
<b>51454 Arts and Culture (Ed) [BEd] (old programme)</b> .....	<b>61</b>
278 (10) Music and Art [ISP] (2L, 2P).....	61
288 (10) Music and Art [FP] (2L, 2P) .....	62
378 (10) Dance and Drama [ISP] (2L, 1P) .....	62
388 (10) Dance and Drama [FP] (2L, 1P) .....	62
<b>10220 Assessment [PGDip (Higher Education) (Teaching and Learning)]</b> .....	<b>62</b>
791 (30) Assessment in Higher Education .....	62
<b>60941 Assessment and Evaluation in Higher Education [MPhil (Higher Education)]</b> .....	<b>62</b>
875 (10) Assessment .....	62
<b>11513 Becoming a Teacher [BEd] (new programmes)</b> .....	<b>62</b>
114 (10) Becoming a Teacher [IP] (2L) .....	62
114 (10) Becoming a Teacher [FP] (2L) (if you are repeating; last enrolment in 2021).....	63
124 (15) Becoming a Teacher [FP] (2L, 1T) (if you are enrolling for the first time in 2021) .....	63
<b>13614 Botany Teaching A [ADE (FET Life Sciences Teaching)]</b> .....	<b>63</b>
171 (15) Botany Teaching A (27L, 3P).....	63
<b>13615 Botany Teaching B [ADE (FET Life Sciences Teaching)]</b> .....	<b>63</b>
271 (15) Botany Teaching B (32L, 15P) .....	63
<b>xxxx Business Studies Education (school subject) [MEd (Curriculum Studies)]</b> .....	<b>63</b>
872 (40) Specialisation in Business Studies Education .....	63
<b>13738 Business Studies Teaching [PGCE]</b> .....	<b>63</b>
771 (20) Business Studies Teaching (3L, 1P).....	63
<b>13563 Calculus [ADE (FET Mathematics Teaching)]</b> .....	<b>64</b>
271 (9) Differential Calculus, Polynomial Functions, Applications .....	64
<b>13454 Chemistry [ADE (SP Natural Sciences Teaching)]</b> .....	<b>64</b>
171 (15) Chemistry – Matter and Material .....	64
<b>13607 Chemistry Teaching: Chemical Change and Chemical Systems [ADE (FET Physical Science Teaching)]</b> .....	<b>64</b>
271 (10) Chemistry Teaching: Chemical change and Chemical systems (22L, 10P) .....	64

<b>13610</b>	<b>Chemistry Teaching: Foundations of Chemistry [ADE (FET Physical Science Teaching)]</b> .....	<b>64</b>
	171 (10) Chemistry Teaching: Foundations of Chemistry (22L, 10P).....	64
<b>13613</b>	<b>Chemistry Teaching: Organic Chemistry [ADE (FET Physical Science Teaching)]</b> .....	<b>65</b>
	271 (10) Chemistry Teaching: Organic Chemistry (22L, 10P).....	65
<b>64823</b>	<b>Child and Adult Psychopathology [MEd (Psych)]</b> .....	<b>65</b>
	873 (20) Child and Adult Psycho-pathology .....	65
<b>12899</b>	<b>Citizenship, Social Inclusion and Difference [PGDip (Higher Education) (Teaching and Learning)]</b> <b>65</b>	
	791 (30) Citizenship, Social Inclusion and Difference in Higher Education .....	65
<b>61042</b>	<b>Community Education [MPhil (Education and Training for Lifelong Learning)]</b> .....	<b>65</b>
	875 (10) Community Education .....	65
<b>13739</b>	<b>Computer Application Technology Teaching [PGCE]</b> .....	<b>65</b>
	771 (20) Computer Application Technology Teaching (3L, 1P).....	65
<b>61468</b>	<b>Continuing Professional Education [MPhil (Education and Training for Lifelong Learning)]</b> .....	<b>66</b>
	875 (10) Perspectives .....	66
<b>14076</b>	<b>Critical Issues and Debates [BEdHons]</b> .....	<b>66</b>
	771 (30) Critical Issues and Debates: Curriculum Change.....	66
<b>14080</b>	<b>Critical Issues and Debates [BEdHons]</b> .....	<b>66</b>
	771 (30) Critical Issues and Debates: Economic and Business Sciences Education.....	66
<b>14082</b>	<b>Critical Issues and Debates [BEdHons]</b> .....	<b>66</b>
	771 (30) Critical Issues and Debates: Environmental Education.....	66
<b>14077</b>	<b>Critical Issues and Debates [BEdHons]</b> .....	<b>66</b>
	771 (30) Critical Issues and Debates: History Education (Not offered in 2021) .....	66
<b>14081</b>	<b>Critical Issues and Debates [BEdHons]</b> .....	<b>67</b>
	771 (30) Critical Issues and Debates: Mathematics Education.....	67
<b>14083</b>	<b>Critical Issues and Debates [BEdHons]</b> .....	<b>67</b>
	771 (30) Critical Issues and Debates: Physical Education.....	67
<b>14078</b>	<b>Critical Issues and Debates [BEdHons]</b> .....	<b>67</b>
	771 (30) Critical Issues and Debates: Science Education.....	67
<b>14445</b>	<b>Critical Perspectives for Foundation Phase Studies [BEdHons]</b> .....	<b>67</b>
	775 (20) Critical Perspectives for Foundation Phase Studies .....	67
<b>61085</b>	<b>Curriculum and Programme Design in Higher Education [MPhil (Higher Education)]</b> .....	<b>67</b>
	875 (10) Design.....	67
<b>13438</b>	<b>Curriculum Management [ADE (Teaching)]</b> .....	<b>68</b>
	171 (6) Curriculum Management .....	68
	271 (6) Curriculum Management [ADE in Mathematical Literacy Teaching] .....	68
<b>54526</b>	<b>Curriculum Studies</b> .....	<b>68</b>
	144 (10) Curriculum Studies [BEd] (old programme) (2L, 1T) .....	68
	478 (20) Assessment and Research (Practice) [BEd] [ISP] (old programme) (3L, 1T).....	68
	488 (20) Assessment and Research (Practice) [BEd] [FP] (old programme) (3L, 1T) .....	68
	771 (8) Curriculum Studies [PGCE] (2L).....	68
	812 (25) Introduction [MEd (Curriculum Studies)].....	68
	872 (40) Curriculum Studies Specialisation [MEd (Curriculum Studies)] .....	68
	879 (180) Anchor Module: Curriculum Studies [MEd].....	68
<b>54526</b>	<b>Curriculum Studies [BEdHons]</b> .....	<b>69</b>
	772 (30) Curriculum Studies: Key Moments, Concepts and Debates.....	69
<b>61581</b>	<b>Curriculum Studies (Afrikaans) [BEdHons]</b> .....	<b>69</b>
	711 (15) Afrikaans Curriculum Studies.....	69

<b>13829 Curriculum Theory [BEd] [IP] (new programme)</b> .....	<b>69</b>
277 (10) Curriculum Theory (2L).....	69
<b>13562 Data Handling [ADE]</b> .....	<b>69</b>
271 (14) Data Handling (IP Mathematics Teaching).....	69
272 (14) Data Handling (SP Mathematics Teaching).....	69
273 (14) Data Handling (FET Mathematics Teaching) .....	70
<b>65862 Development and Learning [BEd] (new programmes)</b> .....	<b>70</b>
224 (10) Development and Learning [FP and IP] (2L, 1T) .....	70
<b>13111 Development and Support [MEd (Psych)]</b> .....	<b>70</b>
875 (30) Development and support .....	70
<b>13468 Development, Organisations and Education Policy [BEdHons]</b> .....	<b>70</b>
713 (15) Development, Organisations and Education Policy .....	70
<b>14145 Digital Pedagogy for Language Learning [BEdHons]</b> .....	<b>70</b>
744 (15) Digital Pedagogy for Language Learning .....	70
<b>13740 Drama Teaching [PGCE]</b> .....	<b>70</b>
771 (20) Drama Teaching (3L, 1P).....	70
<b>13451 Earth and Beyond [ADE (Senior Phase Natural Sciences Teaching)]</b> .....	<b>71</b>
271 (15) Earth and Beyond.....	71
<b>59196 Economic and Management Sciences (Ed) [BEd] (old programme)</b> .....	<b>71</b>
178 (10) Economic and Management Sciences [ISP and FP] (2L).....	71
278 (15) Economic and Management Sciences [ISP] (3L).....	71
378 (20) Economic and Management Sciences [ISP] (4L).....	71
478 (20) Economic and Management Sciences [ISP] (4L).....	71
<b>13741 Economics Teaching [PGCE]</b> .....	<b>71</b>
771 (20) Economics Teaching (3L, 1P).....	71
<b>61271 Educational and Psychological Assessment [MEd (Psych)]</b> .....	<b>72</b>
874 (20) Assessment .....	72
<b>11515 Educational Evaluation and Research [BEd] [IP] (new programme)</b> .....	<b>72</b>
377 (5) Educational Evaluation and Research (1L) (1T).....	72
<b>13466 Educational Leadership and Management</b> .....	<b>72</b>
771 (6) Educational Leadership and Management [PGCE] (1L).....	72
744 (15) Educational Leadership and Management [BEdHons].....	72
<b>49221 Educational Perspectives [ADE (Teaching)]</b> .....	<b>72</b>
171 (6) Educational perspectives.....	72
<b>21903 Educational Psychology</b> .....	<b>72</b>
124 (10) Development and Learning [BEd] (old programme) (2L, 1T) .....	72
378 (20) Learner Diversity [BEd] [ISP] (old programme) (2L, 1T) .....	72
388 (20) Learner Diversity [BEd] [FP] (old programme) (2L, 1T) .....	72
414 (15) Assessment and Learning Support [BEd] [ISP and FP] (old programme) (2L, 1T).....	73
771 (8) Educational Psychology [PGCE](2L) .....	73
<b>54623 Educational Psychology [MEd (Psych)]</b> .....	<b>73</b>
877 (240) Educational Psychology .....	73
<b>61298 Educational Research</b> .....	<b>73</b>
711 (10) Educational Research [BEdHons] (new programme) .....	73
813 (25) Research [MEd (Curriculum Studies)].....	73
<b>65811 Educational Support [MEd]</b> .....	<b>73</b>
879 (180) Educational Support.....	73

<b>13456</b>	<b>Education and Society [BEdHons] (new programme)</b> .....	<b>73</b>
	744 (15) Education and Society.....	73
<b>54577</b>	<b>Education and Training for Lifelong Learning [MPhil]</b> .....	<b>74</b>
	879 (180) Education and Training for Lifelong Learning .....	74
<b>13457</b>	<b>Education in Democracy [BEdHons]</b> .....	<b>74</b>
	711 (15) Education in Democracy.....	74
<b>13997</b>	<b>Education Policy and Management [BEd]</b> .....	<b>74</b>
	379 (10) Education Policy and Management [FP] (2L) (if you are repeating; the last enrolment is in 2021) .....	74
	389 (15) Education Policy and Management [FP] (2L, 1T) (if you are enrolling for the first time in 2021).....	74
	377 (10) Education Policy and Management [IP] (2L).....	74
<b>50261</b>	<b>Education Policy Studies</b> .....	<b>74</b>
	879 (180) Education Policy Studies [MEd].....	74
<b>24015</b>	<b>English (Ed) [BEd] [ISP] (old programme)</b> .....	<b>74</b>
	278 (15) English (3L).....	74
	378 (20) English (4L).....	75
	478 (20) English (4L).....	75
<b>54836</b>	<b>English (Ed) [BEd] [FP] (old programme)</b> .....	<b>75</b>
	284 (15) English (3L).....	75
	384 (15) English (3L).....	75
	484 (15) English (3L).....	75
<b>12476</b>	<b>English as Language of Learning and Teaching [BEd] (old programme)</b> .....	<b>75</b>
	278 (5) English as Language of Learning and Teaching [ISP] (1L, 1T).....	75
	288 (5) English as Language of Learning and Teaching [FP] (1L, 1T).....	76
<b>14264</b>	<b>English as a Language of Learning and Teaching [PGCE]</b> .....	<b>76</b>
	771 (5) English as a Language of Learning and Teaching (1L).....	76
<b>61646</b>	<b>English Curriculum Studies [BEdHons]</b> .....	<b>76</b>
	711 (15) English Curriculum Studies .....	76
<b>61549</b>	<b>English Education (School subject) [MEd (Curriculum Studies)]</b> .....	<b>76</b>
	872 (40) Specialisation in English Language Education .....	76
<b>14246</b>	<b>English First Additional Language (Ed) [IP] (BEd: new programme)</b> .....	<b>76</b>
	177 (15) English First Additional Language (Ed) [IP] (2L, 1T).....	76
	277 (15) English First Additional Language (Ed) [IP] (2L, 1T).....	76
	377 (15) English First Additional Language (Ed) [IP] (3L, 1T).....	76
	477 (15) English First Additional Language (Ed) [IP] (3L, 1T).....	77
<b>14246</b>	<b>English First Additional Language (Ed) [BEd] [FP] (new programme)</b> .....	<b>77</b>
	179 (15) English First Additional Language (Ed) [FP] (2L, 1T).....	77
	279 (15) English First Additional Language (Ed) [FP] (2L, 1T).....	77
	379 (15) English First Additional Language (Ed) [FP] (3L, 1T).....	77
	479 (15) English First Additional Language (Ed) [FP] (3L, 1T).....	77
<b>14248</b>	<b>English Home Language (Ed) [IP] (BEd: new programme)</b> .....	<b>77</b>
	177(15) English Home Language (Ed) [IP] (2L, 1T) .....	77
	277(15) English Home Language (Ed) [IP] (2L, 1T) .....	77
	377(15) English Home Language (Ed) [IP] (3L, 1T) .....	78
<b>14248</b>	<b>English Home Language (Ed) [BEd] [FP] (new programme)</b> .....	<b>78</b>
	279 (15) English Home Language (Ed) [FP] (2L, 1T).....	78
	379 (15) English Home Language (Ed) [FP] (3L, 1T).....	78
	479 (15) English Home Language (Ed) [FP] (3L, 1T).....	78
<b>13743</b>	<b>English Language Teaching [PGCE]</b> .....	<b>78</b>
	771 (20) English Language Teaching (2L, 2P).....	78



<b>53880</b>	<b>English Studies [BEd] (old programme)</b> .....	<b>79</b>
<b>49204</b>	<b>Environmental Education</b> .....	<b>79</b>
	872 (40) Specialisation in Environmental Education [MEd (Curriculum Studies)].....	79
<b>61026</b>	<b>Facilitation Skills [MPhil Education and Training for Lifelong Learning]</b> .....	<b>79</b>
	875 (20) Perspectives .....	79
<b>56847</b>	<b>Financial Mathematics [ADE FET (Mathematics Teaching)]</b> .....	<b>79</b>
	171 (9) Finance, Growth and Decay.....	79
<b>14146</b>	<b>Foreign Language Teaching [PGCE]</b> .....	<b>80</b>
	771 (20) Foreign Language Teaching (3L,1T) .....	80
<b>61050</b>	<b>Foundations of Research [MPhil Higher Education/Education and Training for Lifelong Learning]</b> .....	<b>80</b>
	875 (10) Foundations.....	80
<b>13435</b>	<b>General Pedagogy [ADE (Teaching)]</b> .....	<b>80</b>
	171 (6) General Pedagogy .....	80
<b>61557</b>	<b>Geography Education (School subject) [MEd (Curriculum Studies)]</b> .....	<b>80</b>
	872 (40) Specialisation in Geography Education .....	80
<b>13744</b>	<b>Geography Teaching [PGCE]</b> .....	<b>80</b>
	771 (20) Geography Teaching (3L, 1P).....	80
<b>13559</b>	<b>Geometry [ADE (FET Mathematics Teaching)]</b> .....	<b>80</b>
	271 (22) Geometry .....	80
<b>13745</b>	<b>German Teaching [PGCE]</b> .....	<b>81</b>
	771 (20) German Teaching (3L, 1P).....	81
<b>13824</b>	<b>Grade R Theory and Practice [BEd] [FP] (new programme)</b> .....	<b>81</b>
	279 (15) Grade R Theory and Practice (2L) .....	81
<b>49492</b>	<b>Higher Education [MPhil] (last intake in 2020)</b> .....	<b>81</b>
	879 (180) Name of Programme: Higher Education .....	81
<b>14256</b>	<b>Higher Education Studies [MPhil (Higher Education Studies)] (first intake in 2021)</b> .....	<b>81</b>
	879 (180) Higher Education Studies (anchor module) .....	81
<b>13731</b>	<b>History and Sociology of Education [PGCE]</b> .....	<b>81</b>
	771 (8) History and Sociology of Education (2L) .....	81
<b>54283</b>	<b>History Teaching [PGCE]</b> .....	<b>81</b>
	771 (20) History Teaching (2L, 2P) .....	81
<b>11516</b>	<b>ICTs for Learning</b> .....	<b>82</b>
	179 (10) Information Communication Technologies (ICTs) for Learning [BEd] [FP] (new programme) (1L, 1T).....	82
	277 (10) Information Communication Technologies (ICTs) for Learning [BEd] [IP] (new programme) (1L, 1T).....	82
	771 (10) Information Communication Technologies (ICTs) for Learning [PGCE] (1L, 1T) .....	82
<b>12901</b>	<b>ICTs for Teaching and Learning [PGDip (Higher Education) (Teaching and Learning)]</b> .....	<b>82</b>
	791 (30) ICTs for Teaching and Learning in Higher Education .....	82
<b>54461</b>	<b>Inclusive Education</b> .....	<b>82</b>
	873 (20) Inclusive Education [MEd (Psych)] .....	82
<b>12486</b>	<b>Inclusive Education, Assessment and Learning Support [MEd (Educational Support)]</b> .....	<b>82</b>
	873 (30) Inclusive Education, Assessment and Learning Support.....	82
<b>53899</b>	<b>Information Skills</b> .....	<b>82</b>
	172 (6) Information and Computer Competence (1L, 1P).....	82
<b>13746</b>	<b>Information Technology Teaching [PGCE]</b> .....	<b>83</b>
	771 (20) Information Technology Teaching (3L, 1P).....	83

<b>13458</b>	<b>Interpretive Research [BEdHons]</b> .....	<b>83</b>
	711 (5) Interpretive Research .....	83
<b>11510</b>	<b>Introduction to Language Education [BEd] (new programmes)</b> .....	<b>83</b>
	124 (5) Introduction to Language Education [FP] and [IP] (1L, 1T).....	83
<b>13112</b>	<b>Introduction to Qualitative Research Methodology [MEd (Educational Support)]</b> .....	<b>83</b>
	872 (30) Introduction to Qualitative Research Methodology .....	83
<b>13507</b>	<b>Introduction to Research Methods [BEdHons]</b> .....	<b>83</b>
	712 (5) Introduction Research Methods .....	83
<b>13464</b>	<b>Knowing, Acting and Being: Framing the Study of Education [BEdHons]</b> .....	<b>83</b>
	711 (15) Knowing, Acting and Being: Framing the Study of Education.....	83
<b>13826</b>	<b>Language Education [BEd] (new programmes)</b> .....	<b>84</b>
	224 (5) Language Education: Core Module [FP and IP] (1L) .....	84
	324 (5) Language Education: Core Module [FP and IP] (1L) .....	84
<b>14231</b>	<b>Language of Learning and Teaching (LoLT) &amp; Academic Language Development [BEd] (new programmes)</b> .....	<b>84</b>
	479 and 477(10) Language of Learning and Teaching (LoLT) & Academic Development [FP and IP] (2L).....	84
<b>13486</b>	<b>Language Policy and Multilingual Education [BEdHons]</b> .....	<b>84</b>
	711 (15) Language Policy and Multilingual Education .....	84
<b>13484</b>	<b>Language Teaching Research [BEdHons]</b> .....	<b>84</b>
	711 (5) Language Teaching Research .....	84
<b>61093</b>	<b>Leadership and Management of lifelong Learning [MPhil (Education and Training for Lifelong Learning)]</b> .....	<b>84</b>
	875 (10) Leadership and Management .....	84
<b>61107</b>	<b>Leadership in Higher Education [MPhil (Higher Education)]</b> .....	<b>84</b>
	875 (10) Leadership.....	84
<b>13460</b>	<b>Learning and Cognition [BEdHons]</b> .....	<b>85</b>
	711 (15) Learning and Cognition .....	85
<b>13461</b>	<b>Learning Challenges [BEdHons]</b> .....	<b>85</b>
	744 (15) Learning Challenges .....	85
<b>14285</b>	<b>Learning in Adult Education [MPhil (Lifelong Learning)] (first intake in 2021)</b> .....	<b>85</b>
	875 (20) Learning in Adult Education.....	85
<b>14252</b>	<b>Learning in Higher Education [MPhil (Higher Education Studies)] (first intake in 2021)</b> .....	<b>85</b>
	875 (20) Learning in Higher Education.....	85
<b>13462</b>	<b>Learning Support [BEdHons] (new programme)</b> .....	<b>85</b>
	744 (15) Learning Support .....	85
<b>14288</b>	<b>Lifelong Learning [MPhil (Lifelong Learning)] (first intake in 2021)</b> .....	<b>85</b>
	879 (180) Lifelong Learning (anchor module) .....	85
<b>61115</b>	<b>Lifelong Learning: theory and practice [MPhil (Education and Training for Lifelong Learning)]</b> ....	<b>85</b>
	875 (20) Lifelong Learning .....	85
<b>54496</b>	<b>Life Orientation</b> .....	<b>85</b>
	376 (10) Physical Development and Movement [ISP] (2L, 1P) .....	85
	377 (10) Multireligion and Multicultural [ISP] (2L) .....	86
	378 (5) Environment and the Curriculum [ISP] (1L) .....	86
	386 (10) Physical Development and Movement [FP] (2L, 1P).....	86
	387 (10) Multireligion and Multicultural [FP] (2L).....	86
	388 (5) Environment and the Curriculum [FP] (1L).....	86
	872 (40) Life Orientation Specialisation [MEd (Curriculum Studies)]......	86

<b>13750</b>	<b>Life Orientation Teaching [PGCE]</b> .....	<b>86</b>
	771 (20) Life Orientation Teaching (3L, 1P).....	86
<b>13452</b>	<b>Life Sciences [ADE (SP Natural Sciences Teaching)]</b> .....	<b>87</b>
	271 (15) Life Sciences – Life and Living .....	87
<b>13748</b>	<b>Life Sciences Teaching [PGCE]</b> .....	<b>87</b>
	771 (20) Life Sciences Teaching (2L, 2P).....	87
<b>11570</b>	<b>Life Skills [BEd] (new programmes)</b> .....	<b>87</b>
	177 (15) Life Skills [IP] (3L) .....	87
	179 (15) Life Skills [FP] (3L).....	88
<b>14000</b>	<b>Life Skills: Dance and Drama [BEd] (new programmes)</b> .....	<b>88</b>
	377 (10) Life Skills: Dance and Drama [IP] (2L).....	88
	379 (10) Life Skills: Dance and Drama [FP] (2L).....	88
<b>13827</b>	<b>Life Skills: Music [BEd] (new programmes)</b> .....	<b>88</b>
	277 (10) Life Skills: Music [IP] (2L) .....	88
	279 (10) Life Skills: Music [FP] (2L).....	88
<b>14229</b>	<b>Life Skills: Physical Education [BEd] (new programmes)</b> .....	<b>89</b>
	477 (15) Life Skills: Physical Education [IP] (3L).....	89
	479 (15) Life Skills: Physical Education [FP] (3L) .....	89
<b>13828</b>	<b>Life Skills: Visual Art [BEd] (new programmes)</b> .....	<b>89</b>
	277 (10) Life Skills: Visual Art [IP] (2L).....	89
	279 (10) Life Skills: Visual Art [FP] (2L).....	89
<b>13825</b>	<b>Literacies for understanding Life Skills [BEd] [FP] (new programme)</b> .....	<b>89</b>
	279 (15) Literacies for understanding Life Skills (3L).....	89
<b>13490</b>	<b>Literacy Education and Leadership [BEdHons]</b> .....	<b>89</b>
	772(20) Literacy Education and Leadership (Foundation Phase).....	89
<b>13440</b>	<b>Mathematical Literacy: Basic Skills I [ADE (Mathematical Literacy Teaching)]</b> .....	<b>89</b>
	171 (22) Mathematical Literacy: Basic Skills 1 .....	89
<b>13441</b>	<b>Mathematical Literacy: Basic Skills II [ADE (Mathematical Literacy Teaching)]</b> .....	<b>90</b>
	171 (22) Mathematical Literacy: Basic Skills 2 .....	90
<b>13445</b>	<b>Mathematical Literacy: Data Handling [ADE (Mathematical Literacy Teaching)]</b> .....	<b>90</b>
	271 (14) Mathematical Literacy: Data Handling .....	90
<b>13444</b>	<b>Mathematical Literacy: Finance [ADE (Mathematical Literacy Teaching)]</b> .....	<b>90</b>
	271 (11) Mathematical Literacy: Finance.....	90
<b>13443</b>	<b>Mathematical Literacy: Maps, Plans and Physical Representation [ADE (Mathematical Literacy Teaching)]</b> .....	<b>91</b>
	271 (10) Mathematical Literacy: Maps, Plans and Physical Representation .....	91
<b>13442</b>	<b>Mathematical Literacy: Measurement [ADE (Mathematical Literacy Teaching)]</b> .....	<b>91</b>
	271 (11) Mathematical Literacy: Measurement.....	91
<b>13751</b>	<b>Mathematical Literacy Teaching [PGCE]</b> .....	<b>91</b>
	771 (20) Mathematical Literacy Teaching (3L, 1P) .....	91
<b>24023</b>	<b>Mathematics (Ed) [BEd] (new programmes)</b> .....	<b>91</b>
	177 (15) Mathematics (Ed) [IP] (2L, 1T) .....	91
	179 (15) Mathematics (Ed) [FP] (2L, 1T) .....	91
	277 (15) Mathematics (Ed) [IP] (3L).....	92
	279 (15) Mathematics (Ed) [FP] (3L).....	92
	377 (15) Mathematics (Ed) [IP] (4L) .....	92
	379 (15) Mathematics (Ed) [FP] (3L).....	92
	477 (15) Mathematics (Ed) [IP] (4L).....	93

479 (15) Mathematics (Ed) [FP] (3L).....	93
<b>54860 Mathematics (Ed) [BEd] [FP] (old programme).....</b>	<b>93</b>
284 (15) Mathematics (Ed) (3L).....	93
384 (15) Mathematics (Ed) (3L).....	93
484 (15) Mathematics (Ed) (3L).....	94
<b>24023 Mathematics (Ed) [BEd] [ISP] (old programme).....</b>	<b>94</b>
178 (10) Mathematics (2L, 1T) .....	94
278 (15) Mathematics (3L).....	94
378 (20) Mathematics (4L).....	94
478 (20) Mathematics (4L).....	95
<b>13547 Mathematics Education (Foundation Phase) [BEdHons].....</b>	<b>95</b>
771 (20) Mathematics Education (Foundation Phase).....	95
<b>61972 Mathematics Education (School Subject) [MEd (Curriculum Studies)].....</b>	<b>95</b>
872 (40) Mathematics Education Specialisation.....	95
<b>13752 Mathematics Teaching [PGCE].....</b>	<b>95</b>
771 (20) Mathematics Teaching (3L, 1P).....	95
<b>13566 Measurement [ADE].....</b>	<b>95</b>
271 (20) Measurement (IP Mathematics Teaching) .....	95
272 (10) Measurement (SP Mathematics Teaching).....	96
<b>13753 Music Teaching [PGCE] .....</b>	<b>96</b>
771 (20) Music Teaching (3L, 1P) .....	96
<b>59161 Natural Sciences (Ed) [BEd] [IP] (new programme) .....</b>	<b>96</b>
177 (15) Natural Sciences (Ed) (2L) .....	96
277 (15) Natural Sciences (Ed) (3L) .....	96
377 (15) Natural Sciences (Ed) (4L) .....	96
477(15) Natural Sciences (Ed) (4L) .....	96
<b>59161 Natural Sciences (Ed) [BEd] (old programme) .....</b>	<b>97</b>
178 (10) Natural Sciences [FP and ISP] (2L) .....	97
278 (15) Natural Sciences [ISP] (3L) .....	97
378 (20) Natural Sciences [ISP] (4L) .....	97
478 (20) Natural Sciences [ISP] (4L) .....	97
<b>13564 Numbers, Operations, Relations [ADE].....</b>	<b>97</b>
171 (22) Numbers, Operations, Relations [ADE (IP Mathematics Teaching)].....	97
172 (22) Numbers, Operations, Relations [ADE (SP Mathematics Teaching)].....	97
<b>13558 Patterns, Functions, Algebra [ADE] .....</b>	<b>98</b>
172 (14) Patterns, Functions, Algebra [ADE (IP Mathematics Teaching)] .....	98
173 (22) Patterns, Functions, Algebra [ADE (SP Mathematics Teaching)] .....	98
174 (22) Patterns, Functions, Algebra [ADE (FET Mathematics Teaching)].....	98
<b>13556 Pedagogical Content Knowledge of Botany [ADE (FET Life Sciences Teaching)] .....</b>	<b>98</b>
271 (15) Pedagogical Content Knowledge of Botany .....	98
<b>13446 Pedagogical Content Knowledge of Chemistry [ADE (FET Physical Science Teaching)].....</b>	<b>98</b>
271 (15) Pedagogical Content Knowledge of Chemistry .....	98
<b>13449 Pedagogical Content Knowledge of Natural Sciences I [ADE (Senior Phase Natural Sciences Teaching)] .....</b>	<b>98</b>
271 (15) Pedagogical Content Knowledge of Natural Sciences I.....	98
<b>13450 Pedagogical Content Knowledge of Natural Sciences II [ADE (Senior Phase Natural Sciences Teaching)] .....</b>	<b>99</b>
271 (15) Pedagogical Content Knowledge of Natural Sciences II.....	99

<b>13448 Pedagogical Content Knowledge of Physics [ADE (FET Physical Science Teaching)] .....</b>	<b>99</b>
271 (15) Pedagogical Content Knowledge of Physics .....	99
<b>13557 Pedagogical Content Knowledge of Zoology [ADE (FET Life Sciences Teaching)].....</b>	<b>99</b>
271 (15) Pedagogical Content Knowledge of Zoology.....	99
<b>13489 Pedagogical Lexicography [BEDHons] .....</b>	<b>99</b>
744 (15) Pedagogical Lexicography .....	99
<b>61328 Perspectives in higher education [MED (Higher Education)] .....</b>	<b>99</b>
875 (10) Perspectives .....	99
<b>14251 Perspectives on Higher Education [MPhil (Higher Education Studies) (first intake in 2021) .....</b>	<b>99</b>
875 (20) Perspectives on Higher Education.....	99
<b>14284 Perspectives on Lifelong Learning [MPhil (Lifelong Learning)] (first intake in 2021).....</b>	<b>99</b>
875 (20) Perspectives on Lifelong Learning.....	99
<b>59234 Perspectives on Educational Systems [BEd] (old programme).....</b>	<b>99</b>
478 (15) Perspectives on Educational Systems [ISP] (3L) .....	99
488 (15) Putting Education Systems in Perspective [FP] (3L) .....	100
<b>21865 Philosophy of Education [BEd] (old programme).....</b>	<b>100</b>
278 (20) Philosophy of Education [ISP] (2L, 1T) .....	100
288 (20) Philosophy of Education [FP] (2L, 1T).....	100
<b>57142 Philosophy of Education [BEd] (new programmes).....</b>	<b>101</b>
477 and 479(10) Philosophy of Education [IP and FP] (2L) .....	101
<b>21865 Philosophy of Education [PGCE] .....</b>	<b>101</b>
771 (8) Philosophy of Education (2L) .....	101
<b>13754 Physical Education Teaching [PGCE] .....</b>	<b>101</b>
771 (20) Physical Education Teaching (3L, 1P).....	101
<b>13755 Physical Sciences Teaching [PGCE].....</b>	<b>101</b>
771 (20) Physical Sciences Teaching (2L, 2P) .....	101
<b>13453 Physics [ADE (SP Natural Sciences Teaching)] .....</b>	<b>102</b>
171 (15) Physics – Energy and Change.....	102
<b>61859 Physics and Chemistry Education (School Subject) .....</b>	<b>102</b>
872 (40) Physics and Chemistry Specialisation [MEd (Curriculum Studies)].....	102
<b>13608 Physics Teaching: Energy, Waves and Matter [ADE (FET Physical Science Teaching)] .....</b>	<b>102</b>
171 (10) Physics Teaching: Magnetism and Electricity (22L, 10P) .....	102
<b>13611 Physics Teaching: Magnetism and Electricity [ADE (FET Physical Science Teaching)] .....</b>	<b>102</b>
271 (10) Physics Teaching: Energy, Waves and Matter (22L, 10P).....	102
<b>13612 Physics Teaching: Mechanics [ADE (FET Physical Science Teaching)] .....</b>	<b>102</b>
171 (10) Physics Teaching: Mechanics (22L, 10P) .....	102
<b>12902 Postgraduate supervision [PGDip (Higher Education) (Teaching and Learning)] .....</b>	<b>102</b>
791 (30) Postgraduate Supervision in Higher Education Contexts .....	102
<b>11512 Practical Learning [BEd] (new programmes) and [PGCE] .....</b>	<b>103</b>
177 (30) Practical Learning [IP] (4L) .....	103
179 (30) Practical Learning [FP] (4L) .....	103
277 (30) Practical Learning [IP] (2L, 4P).....	103
279 (30) Practical Learning [FP] (2L, 4P).....	103
377 (30) Practical Learning [IP] (2L, 4P).....	103
379 (30) Practical Learning [FP] (2L, 4P).....	103
477(30) Practical Learning [IP] (4L).....	103
479(30) Practical Learning [FP] (4L) .....	103
771 (32) Practical Learning [PGCE] (2L, 4P) .....	104

<b>61344</b>	<b>Practical work prescribed by the Health Professions Council of SA [MEd (Psych)]</b> .....	<b>104</b>
	876 (20) Practicum .....	104
<b>13756</b>	<b>Religion(s) Studies Teaching [PGCE]</b> .....	<b>104</b>
	771 (20) Religion(s) Studies Teaching (3L, 1P).....	104
<b>12897</b>	<b>Research for Enhancing Teaching and Learning [PGDip (Higher Education) (Teaching and Learning)]</b> .....	<b>104</b>
	791 (30) Research for Enhancing Teaching and Learning in Higher Education.....	104
<b>61158</b>	<b>Research in Higher Education [MPhil (Higher Education)]</b> .....	<b>104</b>
	875 (10) Research.....	104
<b>14253</b>	<b>Research in Higher Education [MPhil (Higher Education Studies)] (first intake in 2021)</b> .....	<b>105</b>
	875 (20) Research in Higher Education.....	105
<b>61166</b>	<b>Research in Lifelong Learning [MPhil (Education and Training for Lifelong Learning)]</b> .....	<b>105</b>
	875 (10) Research.....	105
<b>14286</b>	<b>Research in Lifelong Learning [MPhil (Lifelong Learning)] (first intake in 2021)</b> .....	<b>105</b>
	875 (20) Research in Lifelong Learning.....	105
<b>13545</b>	<b>Research Methodology (Foundation Phase) [BEdHons]</b> .....	<b>105</b>
	711 (5) Research Methodology .....	105
<b>51764</b>	<b>Research Methodology [MEd (Psych)]</b> .....	<b>105</b>
	876 (20) Research Methodology .....	105
<b>14075</b>	<b>Research Project (Curriculum Inquiry) [BEdHons]</b> .....	<b>105</b>
	771 (35) Research Project (Curriculum Inquiry).....	105
<b>13467</b>	<b>Research Project (Educational Development and Democracy) [BEd Hons]</b> .....	<b>105</b>
	771 (30) Research Project (Educational Development and Democracy).....	105
<b>13465</b>	<b>Research Project (Educational Support) [BEd Hons]</b> .....	<b>106</b>
	772 (30) Research Project (Educational support) [BEdHons] .....	106
<b>13546</b>	<b>Research Project (Foundation Phase) [BEd Hons]</b> .....	<b>106</b>
	773 (30) Research Project (Foundation Phase).....	106
<b>13485</b>	<b>Research Project (Language Education) [BEd Hons]</b> .....	<b>106</b>
	771 (30) Research Project (Language Education) .....	106
<b>61182</b>	<b>Research Thesis</b> .....	<b>106</b>
	871 (130) Research Thesis [MEd (Psych)].....	106
	874 (90) Research Thesis [MPhil (Higher Education) and MPhil (Education and Training for Lifelong Learning) (last intake in 2020); [MEd (Educational Support)].....	106
<b>14254</b>	<b>Research Thesis (HE) [MPhil (Higher Education Studies)] (first intake in 2021)</b> .....	<b>106</b>
	874 (120) Research Thesis .....	106
<b>14287</b>	<b>Research Thesis: Lifelong Learning [MPhil (Lifelong Learning)] (first intake in 2021)</b> .....	<b>106</b>
	874 (120) Research Thesis .....	106
<b>12485</b>	<b>Scholarship in Higher Education [MPhil (Higher Education)]</b> .....	<b>106</b>
	875 (10) Scholarship .....	106
<b>12469</b>	<b>Scholarship of Engagement in Higher Education [MPhil (Higher Education)]</b> .....	<b>106</b>
	875 (10) Community Interaction .....	106
<b>12900</b>	<b>Service-learning in Community Engagement [PGDip (Higher Education) (Teaching and Learning)]</b> <b>107</b>	
	791 (30) Service-learning and Community Engagement in Higher Education.....	107
<b>59188</b>	<b>Social Sciences (Ed) [BEd] [IP] (new programme)</b> .....	<b>107</b>
	177 (15) Social Sciences (Ed) (2L, 1T) .....	107
	277 (15) Social Sciences (Ed) (2L, 1T, 1P).....	107
	377 (15) Social Sciences (Ed) (2L, 1T, 1P).....	107

477 (15) Social Sciences (Ed) (2L, 1T, 1P).....	107
<b>59188 Social Sciences (Ed) [BEd] (old programme) .....</b>	<b>108</b>
178 (10) Social Sciences [FP and ISP] (2L) .....	108
278 (15) Social Sciences (Ed) [ISP] (3L) .....	108
378 (20) Social Sciences (Ed) [ISP] (4L) .....	108
478 (20) Social Sciences (Ed) [ISP] (4L) .....	109
<b>13998 Sociology of Education [BEd] (new programmes) .....</b>	<b>109</b>
377 (10) Sociology of Education [IP] (2L).....	109
379 (10) Sociology of Education [FP] (2L).....	109
<b>13987 South African Sign Language: Language and Literacy Education [BEd] [FP] (old programme).....</b>	<b>109</b>
284 (15) South African Sign Language: Language and Literacy Education (2L, 1T) .....	109
384 (15) South African Sign Language: Language and Literacy Education (2L, 1T) .....	110
484 (15) South African Sign Language: Language and Literacy Education (2L, 1T) .....	110
<b>13988 South African Sign Language: Language of Learning and Teaching [BEd] [FP] (old programme). 110</b>	
288 (5) South African Sign Language: Language and Literacy Education (1L, 1T) .....	110
<b>13565 Space and Shape [ADE] .....</b>	<b>110</b>
271 (20) Space and Shape (IP Mathematics Teaching) .....	110
272 (22) Space and Shape (SP Mathematics Teaching) .....	110
<b>13488 Specialisation in Language and Literacy [BEdHons] (new programme).....</b>	<b>110</b>
744 (15) Specialisation in Language and Literacy.....	110
<b>61301 Staff Development in Higher Education [MEd (Higher Education)] .....</b>	<b>111</b>
875 (10) Staff Development .....	111
<b>61417 Student Learning in Higher Education [MPhil Higher Education] .....</b>	<b>111</b>
875 (10) Student Learning.....	111
<b>61980 Support in School and Community Contexts [MEd (Educational Support)] .....</b>	<b>111</b>
872 (30) Development Programmes.....	111
<b>13732 Sustainable Living [PGCE].....</b>	<b>111</b>
771 (6) Sustainable Living (1L) .....	111
<b>45616 Teaching and Learning .....</b>	<b>111</b>
178 (16) Practice [BEd] [ISP and FP] (old programme) (2L, 1P) .....	111
278 (20) Practice [BEd] [ISP] (old programme) (2L, 2P) .....	111
288 (35) Practice Grade R [BEd] [FP] (old programme) (3L, 2P).....	112
378 (25) Practice [BEd] [ISP] (old programme) (2L, 2P) .....	112
388 (20) Practice Grades 1-3 [BEd] [FP] (old programme) (2L, 2P) .....	112
478 (40) Practice [BEd] [ISP] (old programme) (2L, 4P) .....	113
488 (35) Practice Grades 1-3 [BEd] [FP] (old programme) (2L, 4P) .....	113
791 (30) Teaching and Learning in Higher Education [PGDip (Higher Education) (Teaching and Learning)] .	113
<b>13487 Teaching Creative Writing [BEdHons] (new programme) .....</b>	<b>113</b>
744 (15) Teaching Creative Writing.....	113
<b>61247 Teaching in Higher Education [MPhil (Higher Education)].....</b>	<b>114</b>
875 (10) Teaching .....	114
<b>59218 Technology (Ed) [BEd] (old programme).....</b>	<b>114</b>
278 (10) Technology [ISP] (2L).....	114
288 (10) Technology [FP] (2L) .....	114
<b>61425 Technology in Higher Education [MPhil (Higher Education)] .....</b>	<b>114</b>
875 (10) Technology .....	114
<b>13561 Trigonometry [ADE (FET Mathematics Education)].....</b>	<b>114</b>
271 (14) Trigonometry .....	114

<b>13758</b>	<b>Visual Art Teaching [PGCE]</b> .....	<b>114</b>
	771 (20) Visual Art Teaching (2L, 2P).....	114
<b>12903</b>	<b>Work and Learning [PGDip (Higher Education) (Teaching and Learning)]</b> .....	<b>114</b>
	791 (30) Work and Learning .....	114
<b>13437</b>	<b>Work Integrated Learning [ADE (Teaching)]</b> .....	<b>115</b>
	171 (6) Work Integrated Learning 1 .....	115
	272 (6) Work Integrated Learning 2.....	115
<b>21687</b>	<b>Xhosa [BA, BEd (Gen Ed)] (old programme)</b> .....	<b>115</b>
	178 (24) Introduction to Xhosa Language and Culture (3L, 1T).....	115
	188 (24) Introduction to Xhosa Language, Communication and Culture (3L, 1T).....	115
<b>12477</b>	<b>Xhosa as Language of Learning and Teaching [BEd] (old programme)</b> .....	<b>115</b>
	278 (5) Xhosa as Language of Learning and Teaching [ISP] (1L, 1T).....	115
	288 (5) Xhosa as Language of Learning and Teaching [FP] (1L, 1T).....	115
<b>12461</b>	<b>Xhosa Communication [BEd] (old programme)</b> .....	<b>116</b>
	378 (10) Xhosa Communication [ISP] (2L, 1T).....	116
	388 (10) Xhosa Communication [FP] (2L, 1T) .....	116
<b>47515</b>	<b>Xhosa (Ed) [BEd] (old programme)</b> .....	<b>116</b>
	278 (15) Xhosa [ISP] (2L, 1T) .....	116
	284 (15) Xhosa [FP] (2L, 1T).....	116
	378 (20) Xhosa [ISP] (3L, 1T) .....	116
	384 (15) Xhosa [FP] (2L, 1T).....	117
	478 (20) Xhosa [ISP] (3L, 1T) .....	117
	484 (15) Xhosa [FP] (2L, 1T).....	117
<b>13851</b>	<b>IsiXhosa Home Language (Ed) [FP] (BEd: new programme)</b> .....	<b>117</b>
	179 (15) IsiXhosa Home Language (Ed) [FP] (1L, 1 online L, 1T) .....	117
	279 (15) IsiXhosa Home Language (Ed) [FP] (1L, 1 online L, 1P).....	117
	379 (15) IsiXhosa Home Language (Ed) [FP] (1 Online L, 1T, 1P).....	118
	479 (15) IsiXhosa Home Language (Ed) [FP] (1 Online L, 1T, 1P).....	118
<b>14245</b>	<b>IsiXhosa First Additional Language (Ed) [FP] (BEd: new programme)</b> .....	<b>118</b>
	179 (15) IsiXhosa First Additional Language (Ed) [FP] (1L, 1 Online L, 1T).....	118
	279 (15) IsiXhosa First Additional Language (Ed) [FP] (1 Online L, 1T, 1P) .....	118
	379 (15) IsiXhosa First Additional Language (Ed) [FP] (1 Online L, 1T, 1P) .....	119
	479 (15) IsiXhosa First Additional Language (Ed) [FP] (1L, 1 Online L, 1P) .....	119
<b>14245</b>	<b>IsiXhosa First Additional Language (Ed) [IP] (BEd: new programme)</b> .....	<b>119</b>
	177 (15) IsiXhosa First Additional Language (Ed) [IP] (2L, 1T).....	119
	377 (15) IsiXhosa First Additional Language (Ed) [IP] (2L, 1P) .....	120
	477 (15) IsiXhosa First Additional Language (Ed) [IP] (2L, 1P) .....	120
<b>14267</b>	<b>IsiXhosa as a Language of Conversational Competence [PGCE] (if you are enrolling for the first time in 2021)</b> .....	<b>121</b>
	771 (5) Xhosa as a Language of Communicative Competence (1L) .....	121
<b>13999</b>	<b>IsiXhosa Communication [BEd] (new programmes)</b> .....	<b>121</b>
	379 (5) IsiXhosa Communication [FP] (2L).....	121
	377 (5) IsiXhosa Communication [IP] (2L).....	121
<b>61824</b>	<b>IsiXhosa Curriculum Studies [BEdHons]</b> .....	<b>121</b>
	711 (15) IsiXhosa Curriculum Studies .....	121
<b>13851</b>	<b>IsiXhosa Home Language (Ed) [IP] (BEd: new programme)</b> .....	<b>121</b>
	177 (15) IsiXhosa Home Language (Ed) [IP] (2L, 1T) .....	121
	277 (15) IsiXhosa Home Language (Ed) [IP] (2L, 1T) .....	122
	377 (15) IsiXhosa Home Language (Ed) [IP] (2L, 1P).....	122



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477 (15) IsiXhosa Home Language (Ed) [IP] (2L, 1P).....	122
<b>13747 IsiXhosa Teaching [PGCE].....</b>	<b>122</b>
771 (20) IsiXhosa Teaching (3L, 1P) .....	122
<b>13605 Zoology Teaching A [ADE (FET Life Sciences Teaching)] .....</b>	<b>123</b>
171 (15) Zoology Teaching A (32L, 15P) .....	123
<b>13606 Zoology Teaching B [ADE (FET Life Sciences Teaching)] .....</b>	<b>123</b>
271 (15) Zoology Teaching B (32L, 15P) .....	123