

2020



Faculty of Education

Academic Programmes
and Faculty Information

CALENDAR PART 6



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STELLENBOSCH
UNIVERSITY

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1918 - 2018

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.

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 printed versions of the Calendar parts are available at the University's Information Desk in the Admin A Building.
- The electronic versions of the Calendar parts are available at www.sun.ac.za/Calendar.
- There are English and Afrikaans (Part 1 to 12) copies available.

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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 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
UNDERGRADUATE			
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)	
POSTGRADUATE and ADVANCED			
PGCE	PGCE	PGCE	
PGDip (HE) (T&L)			
BEdHons (Foundation Phase Education 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 (General 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 (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 6)

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		rlc2@sun.ac.za
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

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

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

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.

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 and on the Faculty's website at 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) or the SU website (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):

- 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.

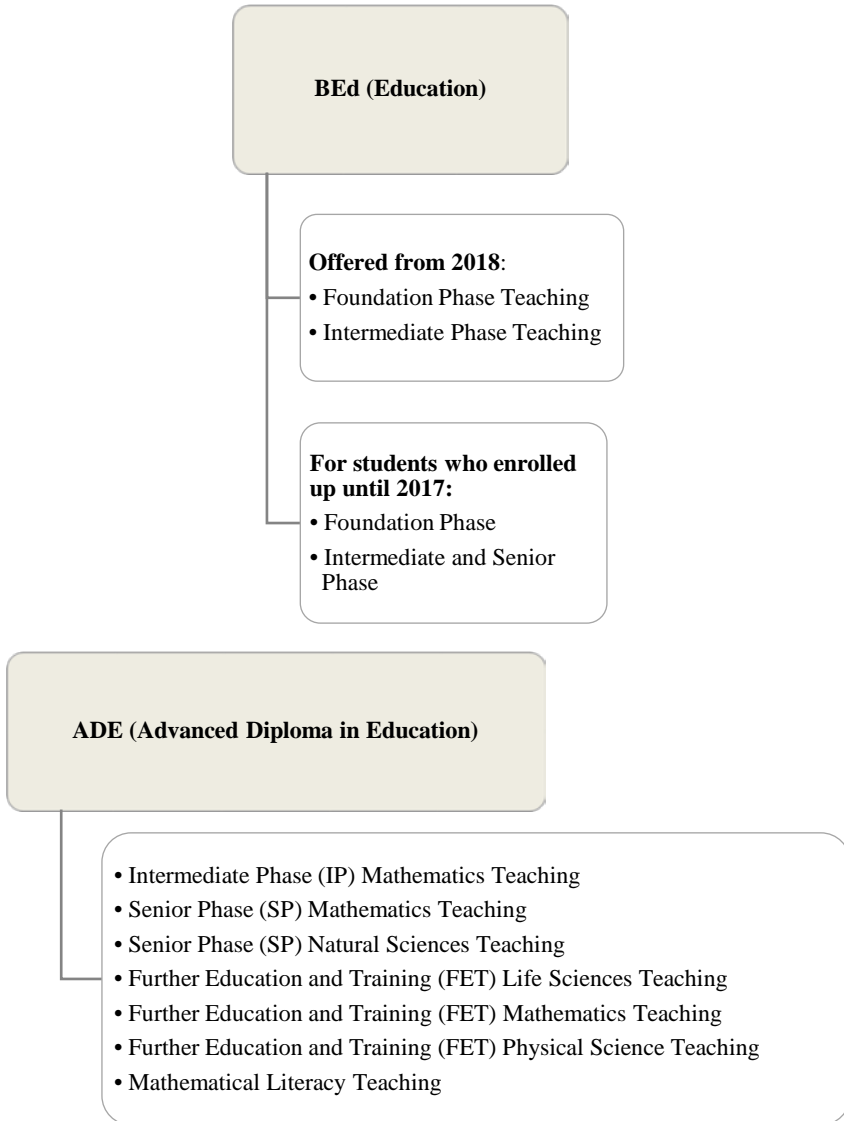
1.2 Selection

Details on selection procedures and admission requirements for undergraduate programmes are available below, as well as at www.maties.com and on the Faculty's website at 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*'s 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"> The National Senior Certificate (NSC) or the school-leaving certificate of the Independent Examination Board (IEB) with an average of at least 60%. Four university admission subjects, each passed at least with a Code 4. 		
Language requirements		
<i>For students who completed the NSC or IEB exams</i>		
<ul style="list-style-type: none"> You must have passed at least two of the three languages Afrikaans, English and IsiXhosa at Grade 12 level, as follows: <ul style="list-style-type: none"> at least one as a Home Language, Code 5 at least one as either a Home Language or a First Additional Language, Code 4. 		
<i>For other students</i>		
<ul style="list-style-type: none"> 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"> You must have passed that language at Home Language or First Additional Language level (or equivalent) with at least 60%. You must write the AQL national benchmark test and obtain at least 60% for the language component of the test. 		
Mathematics requirements		
You must have obtained one of the following:	Mathematics	Code 3
	Mathematical Literacy	Code 5
<ul style="list-style-type: none"> Students who wrote their final examination before 2008 must have passed Mathematics (SG) at least at Grade 12 level. 		
Requirements for teaching subjects in the programme BEd (Intermediate Phase Education)		
<ul style="list-style-type: none"> 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. 		
Social Sciences	<ul style="list-style-type: none"> You must have passed at least one of the following subjects at a Grade 12 level with a minimum of 50% (Code 4): <ul style="list-style-type: none"> History Geography 	
Natural Sciences	<ul style="list-style-type: none"> You must have passed at least one of the following subjects at a Grade 12 level with a minimum of 50% (Code 4) <ul style="list-style-type: none"> Life Sciences Physical Sciences 	
Life Skills	<ul style="list-style-type: none"> No prerequisites apply. 	

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 4^{xx} in the new programme**. For Foundation Phase students, this means that you have to pass both your languages and Mathematics of the previous year to register for Practical Learning. For Intermediate Phase students, this means that you have to 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
First	during the course of the year	Teaching and Learning 178 / Practical Learning 177 / 179	at the Faculty	observation, micro teaching and peer teaching
Second	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"> • Teaching and Learning 288/ Practical Learning 279: Gr. R • Teaching and Learning 278: Gr. 4-6 • Practical Learning 277: Gr. 4-7 	work integrated learning at a school

Year of study	Time of year	Stream and module	Where and which grade	Type of practice teaching
Third	two weeks at start of school year (start with teachers at school)	<i>Foundation Phase, Teaching and Learning 388 / Practical Learning 379</i>	school of own choice, Grade 1-3	compulsory observation at a school
		<i>Intermediate Phase / Intermediate and Senior Phases, Teaching and Learning 378 / Practical Learning 377</i>	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, Teaching and Learning 388 / Practical Learning 379</i>	at partner schools (arranged by the Faculty)	work integrated learning at a school
		<i>Intermediate Phase / Intermediate and Senior Phases, Teaching and Learning 378 / Practical Learning 377</i>	at the Faculty	compulsory microteaching presentation and observation in the Faculty
third school term (WCED school term)	<i>All phases, Teaching and Learning 378/388 Practical Learning 377/379</i>	school near your home home in the following grades: <ul style="list-style-type: none"> • Teaching and Learning 388/ Practical Learning 379: Gr. 1-3 • Teaching and Learning 378: Gr. 4-6 • Practical Learning 377: Gr. 4-7 	work integrated learning at a school	
Fourth	first semester	<i>All phases, Teaching and Learning 478/488 Practical Learning 4^{xx}/4^{xx}</i>	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 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 Teaching): Dr Z Barends

Tel: 021 808 3930 E-mail: zbarends@sun.ac.za

BEd (Intermediate Phase Teaching): Mr J Ruiters

Tel: 021 808 3018 E-mail: johnr@sun.ac.za

Website for more detailed information: 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 (115 credits)

Compulsory modules

Practical Learning	179(30)
Becoming a Teacher	114(10)
ICTs for Learning	179(10)
Introduction to Language Education	124(5); 144(5) (if applicable)
Life Skills	179(15)
Mathematics (Ed)	179(15)

Take note: If you do not pass Introduction to Language Education 124 in the first semester, you may be allowed to register for Introduction to Language Education 144, which will be offered in the second semester.

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 and Dutch	178(24) <i>or</i>
Afrikaans Language Acquisition	188(24)
English Language and Literature	179(15)
IsiXhosa (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 <i>for understanding</i> 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.

Afrikaans (Ond)	279(15)
English (Ed)	279(15)
IsiXhosa (Ed)	279(15)

Third year (115)*Compulsory modules*

Practical Learning	379(30) (practical)
Mathematics (Ed)	379(15)
Education Policy and Management	379(10)
Sociology of Education	379(10)
Life Skills Dance and Drama	379(10)
Language Education: Core Module	324(5)

Compulsory language modules

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

- You must choose the same languages as in your first and second year.
- You must take these two languages up until your fourth year.
- Choose one language at Home Language level. Then choose another language at First Additional Language level (Afrikaans or English) or Additional Language level (IsiXhosa).

Please note: For all three languages, you must choose the relevant module as indicated below. The different levels, Home Language and First Additional or Additional Language, are accommodated in the same class.

Afrikaans (Ond)	379(15)
English (Ed)	379(15)
IsiXhosa (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	4 ^{xx} (30) (practical)
Addressing Diverse Learning Needs	4 ^{xx} (10)
Language of Learning and Teaching (LoLT) & Academic Development	4 ^{xx} (10)
Life Skills: Physical Education	4 ^{xx} (15)
Mathematics (Ed)	4 ^{xx} (15)
Philosophy of Education	4 ^{xx} (10)

Compulsory language modules

As before, choose one language at Home Language level and another at (First) Additional Language level as your language teaching subjects.

Also note:

- The languages and levels you choose must be the same as in your third year.
- If you choose Afrikaans or IsiXhosa, you must select the module that corresponds with the level of your choice.
- If you choose English, you must take that module as indicated below. The two levels, Home Language and First Additional Language, are accommodated in the same class.

Afrikaans (Ond)	4 ^{xx} (15) (Huistaal) <i>or</i> 4 ^{xx} (15) (Eerste Addisionele Taal)
English (Ed)	4 ^{xx} (15)
IsiXhosa (Ed)	4 ^{xx} (15) (Home Language) <i>or</i> 4 ^{xx} (15) (Additional Language)

3.2.2 BEd (Intermediate Phase Education)

First year (120 credits)

Compulsory modules

Practical Learning	177(30)
Introduction to Language Education	124(5); 144(5) (if applicable)
Becoming a Teacher	114(10)
Mathematics Education	177(15)

Take note: If you do not pass Introduction to Language Education 124 in the first semester, you may be allowed to register for Introduction to Language Education 144, which will be offered in the second semester.

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 and Dutch	178(24) <i>or</i>
Afrikaans Language Acquisition	188(24)
English Language and Literature	177(15)
IsiXhosa (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

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

- You must choose the same languages as in your first and second year.
- You must take these two languages up until your fourth year.
- Choose one language at Home Language level. Then choose another language at First Additional Language level (Afrikaans or English) or Additional Language level (IsiXhosa).

Please note:

- For Afrikaans, you must choose the relevant module according to the level of your choice.
- For English and IsiXhosa, you must choose the module as indicated, regardless of your level of choice. In both cases, the different levels, Home Language and First Additional or Additional Language, are accommodated in the same class.

Afrikaans Eerste Addisionele Taal (Ond)	276(15)
Afrikaans Huistaal (Ond)	277(15)
English Home and First Additional Language (Ed)	277(15)
IsiXhosa Home 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

Again, choose **two** of the languages below as language teaching subjects.

Also note:

- You must choose the same languages at the same level as in your second year.
- For Afrikaans, you must choose the relevant module according to the level of your choice.
- For English and IsiXhosa, you must choose the module as indicated, regardless of your level of choice. In both cases, the different levels, Home Language and First Additional or Additional Language, are accommodated in the same class again.

Afrikaans Huistaal (Ond)	377(15)
Afrikaans Eerste Addisionele Taal (Ond)	377(15)
English Home Language (Ed) and English First Additional Language (Ed)	377(15)
IsiXhosa Home 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	4 ^{xx} (30) (practical)
Addressing Diverse Learning Needs	4 ^{xx} (10)
Language of Learning and Teaching (LoLT) & Academic Development	4 ^{xx} (10)
Philosophy of Education	4 ^{xx} (10)

Compulsory language modules

As before, choose one language at Home Language level and another at (First) Additional Language level as your language teaching subjects. Also note:

- The languages and levels you choose must be the same as in your third year.
- Choose the module that corresponds with the level of your choice.

Please note:

Although the subject is called IsiXhosa Home Language (Ed), it is also divided into two separate modules for Home Language and Additional Language. Choose the module that corresponds with the level of your choice.

Afrikaans Huistaal (Ond)	4 ^{xx} (15)
Afrikaans Eerste Addisionele Taal (Ond)	4 ^{xx} (15)
English (Ed)	4 ^{xx} (15) (Home Language) <i>or</i> 4 ^{xx} (15) (First Additional Language)
IsiXhosa Home Language (Ed)	4 ^{xx} (15) (Home Language) <i>or</i> 4 ^{xx} (15) (Additional Language)

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	4 ^{xx} (15)
Mathematics (Ed)	4 ^{xx} (15)
Natural Sciences (Ed)	4 ^{xx} (15)
Social Sciences (Ed)	4 ^{xx} (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 (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 and Dutch	178(24) <i>or</i>
Afrikaans Language Acquisition	188(24)
English Studies	178(24)
Xhosa	178(24) Introduction to Xhosa Language and Culture) (non-first-language speakers) or 188(24) (Introduction to Xhosa Language and Culture) (first-language speakers)

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)
Xhosa (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	<u>384(15)</u>
Xhosa (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 multi-culture) 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)
Xhosa (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 (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 and Dutch	178(24) <i>or</i>
Afrikaans Language Acquisition	188(24)
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 multi-culture) 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

The Western Cape Education Department (WCED) identifies potential ADE students during sessions that also involve the Stellenbosch University Centre for Pedagogy (SUNCEP). The SUNCEP representatives usually take application forms along to these sessions. Application is then made through the WCED.

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

Website for more information: www.sun.ac.za/education or 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"> • Curriculum Inquiry • Education Development and Democracy • Educational Support • Foundation Phase Education • Language Education
Master's degrees	MEd	MEd (Research)
		MEd (Structured) <ul style="list-style-type: none"> • Curriculum Studies • Education Policy Studies • Educational Support • Psych
	MPhil	<ul style="list-style-type: none"> • Higher Education • Education and Training for Lifelong Learning
Doctoral Degrees	DEd	
Doctoral degrees	PhD	<ul style="list-style-type: none"> • Comparative Education • Curriculum Studies • Educational Psychology • Educational Support • Education and Training and Lifelong Learning • Education Management • Education Policy Studies • Environmental Education • Higher Education • History of Education • Language Education • Philosophy of Education

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

- a) As a PGCE student, you may not register concurrently for another module and/or programme at this or any other university.
- b) As a PGCE student, you may not hold more than two student assistantships simultaneously.
- c) 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.
- d) Before you may register for the PGCE programme, you must first complete two weeks of observation at a school of your choice. The following applies:
 - You **must complete the observation at the first two weeks of the school year.**
 - 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.
- e) 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:

- a) PGCE students visit secondary schools in the Stellenbosch and Peninsula areas that are in partnership with Stellenbosch University.
- b) 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.
- c) 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.
- d) **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 the module Academic Language Development and Awareness (ALDA). There are three components to ALDA:

- a) Developing Afrikaans, English and isiXhosa as languages of learning and teaching (LoLTs)
- b) Developing isiXhosa as a language of communicative competence (LoCC)
- c) Developing awareness of the principles and practices of multilingual education.

You must normally take Afrikaans and English as your LoLTs in the first semester and isiXhosa as your LoCC in the second semester, as well as Multilingual Education in the last quarter or as arranged by the relevant lecturers. Early in the first semester, you have the chance to write an exemption test for each of your 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 ALDA” below. If you score below the required percentage, you must attend LoLT classes and pass the relevant assessment. If any of the following applies to you, however, please contact the module coordinator:

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

Pass requirements for ALDA

- To get the relevant endorsements on your certificate, you need to pass the LoLTs with at least 60%. You must pass the LoCC and Multilingual Education 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 October**.
- **No student will be permitted to join the PGCE programme after it has started.**
- As a current student of Stellenbosch University, you can apply at: my.sun.ac.za
- If you are not currently a student of Stellenbosch University, you may apply online at: <http://www0.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

Website for more detailed information: 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(124)
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Submodules

Practical Learning	771(32)
Academic Language Development and Awareness (ALDA)	771(8)
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) <i>and</i>
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) <i>and</i>
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	177(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**.

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.

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 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).

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 pass:

- 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 (minimum of 32 credits), that is Economics 214(16) and 244(16) or the equivalent.
- Economics 288(32) does not meet the requirements for admission.

h) English Language Teaching 771

Prerequisite pass:

- For teaching English as a First Additional Language:
English Studies at second-year level (at least 32 credits) or the equivalent
or
Applied English Language Studies (AELS) at second-year level (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 the equivalent.

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 pass:

- IsiXhosa at second-year level (at least 32 credits).
- Passing a screening/an **oral proficiency assesment** to ascertain reasonable oral proficiency in IsiXhosa.

o) Life Sciences Teaching 771

Prerequisite pass:

- At least two of the following (or equivalent) modules:
Biology 124 (Cell Biology)
Biology 144 (Biodiversity and Ecology)
Biology 154 (Functional Biology)

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

Biochemistry

Botany*

Genetics

Physiology

Microbiology

Zoology*

Biodiversity and Ecology (both semesters – 16 credits each)

If you have passed at least three of Biochemistry, Genetics, Microbiology and Physiology on second-year level (each at least 32 credits), you will also be admitted.

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

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 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: 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 (at least 64 (2 x 32) credits) or the equivalent

or

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

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

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

Centre for Teaching and Learning / Department of Curriculum Studies

Tel.: 021 808 4937

E-mail: gyoung@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.

The aim of the programme in Educational Psychology is to equip you with the necessary knowledge and skills to be able to register as counsellor with the Professional Board for Psychology of the Health Professions Council of South Africa. After this you can practice independently as a counsellor.

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: www0.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

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
BEdHons programmes			
General enquiries	Ms N Swartz	021 808 2122	nswartz@sun.ac.za
Curriculum Inquiry	Prof M Robinson	021 808 4812	mrobinson@sun.ac.za
Education Development and Democracy	Prof B van Wyk	021 808 2419/ 2296	bwyk@sun.ac.za
Educational Support	Dr LM Dreyer	021 808 3502	lornadreyer@sun.ac.za
Foundation Phase Education	Dr Z Barends	021 808 3930	zbarends@sun.ac.za
Language Education	Prof C van der Walt	021 808 2284	cvdwalt@sun.ac.za

Website for more information:

www.sun.ac.za/education

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 January or April school holidays and in the June 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 modules 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 (not offered in 2020)	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 (not offered in 2020)	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)
--	---------

Compulsory first-semester modules

Educational Research	711(10)
Interpretive Research	712(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)
---------------------------------------	----------

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)
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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)
Literacy Education and Leadership (Foundation Phase) Module 1	741(15)
Mathematics Education (Foundation Phase) Module 1	741(15)

Compulsory second-semester modules

Literacy Education and Leadership (Foundation Phase) Module 2	744 (15)
Mathematics Education (Foundation Phase) Module 2	744(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)
Literacy Education and Leadership (Foundation Phase) Module 1	741(15)
Mathematics Education (Foundation Phase) Module 1	741(15)

Compulsory second-semester modules

Literacy Education and Leadership (Foundation Phase) Module 2	744(15)
Mathematics Education (Foundation Phase) Module 2	744(15)

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)
---------------------------------------	---------

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 **each** of the following **three groups**:

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

Literacy and Education Leadership (Foundation Phase)	744(15)
Teaching Creative Writing	744(15)

Group C

Pedagogical Lexicography	744(15)
Specialisation in Language and Literacy (will not be offered in 2020)	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(10)

Elective modules

Choose **one** elective module from **each** of the following **three groups**:

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

Literacy and Education Leadership (Foundation Phase)	744(15)
Teaching Creative Writing	744(15)

Group C

Pedagogical Lexicography	744(15)
Specialisation in Language and Literacy (will not be offered in 2020)	744(15)
Digital Pedagogy for Language Learning	744(15)

Second year of study*Compulsory year module*

Research Project (Language Education)	771(30)
---------------------------------------	---------

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 MEd 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)*.
- You may apply to the Faculty Administrator:
Ms EE Louwrens
E-mail address: eel@sun.ac.za
Room A3022, Admin A Building, Stellenbosch University

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 the 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)

4.1.3 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 are admitted to this programme until further notice.

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

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

- assist you as an educators 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 A Fataar (Department of Education Policy Studies)

Tel.: 021 808 2419 E-mail: afataar@sun.ac.za

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

4.1.3.3 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

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)

4.1.3.4 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 educational experience or equivalent educational 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.
- 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

Contact person: Ms C Fortuin

Department of Educational Psychology

Tel.: 021 808 2308

E-mail: cfortuin@sun.ac.za

Website for more detailed information: 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)
- MPhil (Education and Training for Lifelong Learning) (Structured)
- MPhil (Research)

4.2.1 MPhil (Higher Education) (Structured)

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 presented 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.
- You may apply to the Faculty Administrator:
Ms EE Louwrens
E-mail address: eel@sun.ac.za
Room A3022, Admin A Building, Stellenbosch University

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:
 - Deals with a topic within your field of study
 - Counts 50% of the final mark.
 - Can also be submitted 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

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)

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

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

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 (Research)

Specific admission requirements

You must satisfy at least the admission requirements for the MPhil (Higher Education) (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

Admission requirements

For admission to the DEd degree you must already have published work of a high quality.

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

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.

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* – 54860 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 were not yet available at the time of printing. Such subjects and modules, with unavailable codes and numbers, will only be offered from 2019 onwards. The lacking numbers and codes are indicated as follows:

- unavailable subject number: .xxxxx
- unavailable module code: 2^{xx}, 3^{xx}, 4^{xx} or 7^{xx} (year of study and two superscript *x*'s)

13729 Academic Language Development and Awareness (ALDA) [PGCE]

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

PP Accounting at second-year level (minimum of 32 credits) or equivalent.

Home Department: CURRICULUM STUDIES

xxxxx Addressing Diverse Learning Needs [BEd] (new programmes)

4^{xx} and 4^{xx} (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

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)

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 leeruitkomst; inleiding tot assessering binne die taal- en letterkunde (poësie).

Flexible assessment

PP Afrikaanse Language Acquisition 188

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 geletertheid, woordeboek- en multimediegebruik in taal- en letterkundeonderrig; kindervoësie; kreatiwiteit en teksproduksie; assessering binne die taal- en letterkunde (voësie en roman).

Flexible assessment

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

Home department: CURRICULUM STUDIES

4^{xx} (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) verantwoordings vir die onderrigbenadering tot taal- en letterkunde, die taalbeleid van Afrikaans; skryfonderrig en leesonderrig; multimediegebruik in die onderrig van letterkunde; rekenaarondersteunde taalonderrig, voësie vir die senior fase; kreatiwiteit en teksproduksie; assessering binne die taal en letterkunde (voësie, drama en roman) en die evaluering van leer-, onderrig- en ondersteuningsmateriaal.

PP Afrikaans Eerste Addisionele Taal (Ond) [IP] 3^{xx}

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

13849 Afrikaans Huistaal (Ond) [BEd] [IP] (new programme)

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 and Dutch 178

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 multimediagebruik in die taal- en letterkundeonderrig; kinderpoeësie; kreatiwiteit en teksproduksie; assessering binne die taal- en letterkunde (poësie en roman).

Flexible assessment

Afrikaans Huistaal (Ond) [IP] 277

Home department: CURRICULUM STUDIES

4^{xx} (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; 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 Huistaal (Ond) [IP]3^{xx}

Home department: CURRICULUM STUDIES

12462 Afrikaans Kommunikasie [BEEd] (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, familie-verhoudinge, 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, familie-verhoudinge, 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-tongue 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, the language policies of Afrikaans, writing and reading instruction; multimedia use in the teaching of literature; computer-assisted language learning, poetry for the senior phase; creativity and text production; assessment in language and literature (poetry, plays and novels) and the evaluation of learning-, teaching- and support materials.

Flexible assessment

PP Afrikaans and Dutch 278

Home Department: CURRICULUM STUDIES

24007 Afrikaans (Ond) [BEd] [FP] (new programme)

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

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

PP Afrikaans and Dutch 178 or

PP Afrikaans Language Acquisition 178

Home department: CURRICULUM STUDIES

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

Die module stel studente bloot aan relevante inhoud en pedagogiese kennis om effektiewe taal- en geletterdheids onderrig vir Afrikaans Huistaal en Eerste Addisionele Taal in die Grondslagfase te verseker.

PP Afrikaans (Ond) 279

Home department: CURRICULUM STUDIES

4^{xx} (15) Afrikaans Huistaal (Ond) [FP] (3L)

Die module stel studente bloot aan sewe komponente:

- Spraak-, taal- en kommunikasiebehoeftes 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 (Ond) [FP] 3^{xx}

Home department: CURRICULUM STUDIES

4^{xx} (15) Afrikaans Eerste Addisionele Taal (Ond) [FP](3L)

Hierdie module ontwikkel die student as 'n kulturele en linguïstiese geletterdheids onderwyser, 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 (Ond) [FP] 3^{xx}

Home department: CURRICULUM STUDIES

54828 Afrikaans (Ond) [BEd] [FP] (old programme)

284 (15) Afrikaans (3L)

- Konseptualisering van taalgeletterdheid.
- Die taalgeletterdheidsprogram in die grondslagfase.
- Visuele en kulturele geletterdheid, teksdinamika.
- Verskillende aspekte van taalgeletterdheids onderrig 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 begronding.
- Kulturele geletterdheid.
- Tekste in die grondslagfase.
- Kritiese geletterdheid.
- Verskillende aspekte van die taalgeletterdheids onderrig binne die konteks van UGO en KABV.
- Beplanning en assessering vir die taalgeletterdheidsprogram, werkskedules en lesplanne.

PP Afrikaans (Ond) [FP] 284

Home department: CURRICULUM STUDIES

484 (15) Afrikaans (3L)

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

PP Afrikaans (Ond) [FP] 384

Home department: CURRICULUM STUDIES

24007 Afrikaans (Ond) [BEd] [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 prentebou, 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

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 en 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 [FP and P] (2L)

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

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 up to a total of a minimum of 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), Marketing Management 214(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 (3rd 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 2020)

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]

7^{xx} (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

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

Admission prerequisite:

- Economics at second year level (minimum of 32 credits), i.e. Economics 214(16), 244(16) or equivalent.
- Economics 288(32) is not suitable for admission

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: EDUCATIONAL 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)

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: DEPARTMENT OF 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: DEPARTMENT OF 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

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

61646 English Curriculum Studies [BEd Hons]

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

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

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

24015 English (Ed) [BEd] [FP] (new programme-)

279 (15) English (Ed) [FP] (1L, 2T)

In this module, approaches in English language and literacy teaching suitable for Foundation Phase in a multilingual South Africa are introduced. Comprehension instruction and children's literature are emphasised, as well as the structure and use of the English language. Students are expected to engage in wide reading and to develop their own use of English as strategies for reading comprehension and language structure and use development are modelled.

Flexible assessment

PP English Language and Literature 179 and

PP Introduction to Language Education 124/144

To be taken simultaneously with Language Education: Core Module 224

Home department: CURRICULUM STUDIES

379 (15) English (Ed) [FP] (1L, 2T)

Develop a comprehensive, research-based language and literacy instruction programme with strong focus on understanding and supporting daily instruction in Grade R-3.

Flexible assessment

PP English (Ed) 279

To be taken simultaneously with Language Education 3^{xx}

Home department: CURRICULUM STUDIES

4^{xx} (15) English Home Language (Ed) and English First Additional Language (Ed) [FP] (1L, 2t)

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 HL English classroom.

Flexible assessment

PP English 3^{xx}

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

13852 English Home and First Additional Language (Ed) [BEd] [IP]
(new programme)

277 (15) English Home Language and First Additional Language (Ed) [IP] (1L, 2T)

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 4-7 and to develop strategies for encouraging reading comprehension.

Flexible assessment.

PP English Language and Literature 177 and

PP Introduction to Language Education 124/144

To be taken simultaneously with Language Education: Core Module 224

Home department: CURRICULUM STUDIES

377 (15) English Home Language (Ed) and English First Additional Language (Ed) [IP] (1L, 2T)

This module develops students' ability to apply their knowledge of English structure and language education and to integrate various aspects of language teaching to create cohesive, engaging lessons. This module will furthermore equip students with the necessary foundation to teach and assess learners' oral skills and to appreciate and evaluate forms of literature.

Flexible assessment.

*PP English Home Language and First Additional Language (Ed) [IP] 277 and
PP Language Education: Core Module 224*

Home department: CURRICULUM STUDIES

4^{xx} (15) English First Additional Language (Ed) [IP] (1L, 1T)

Develop a comprehensive, research-based language and literacy instruction programme with strong focus on understanding and supporting daily instruction in a Grade R-3 FAL English classroom.

Flexible assessment

*PP English Home Language (Ed) or English First Additional Language (Ed) [IP] 3^{xx}
PP Language Education: Core Module 3^{xx}*

Home department: CURRICULUM STUDIES

4^{xx} (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 eminent entry to 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) and English First Additional Language (Ed) [IP] 3^{xx}, passed
with at least 65%; and
PP Language Education: Core Module 3^{xx}*

Home department: CURRICULUM STUDIES

11514 English Language and Literature [BEd] (new programme)

177 and 179 (15) English Language and Literature [IP and FP] (2L, 1T)

Situating English in its global context, mastering the grammatical system and developing literary analytical tools.

Flexible assessment.

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:

- English Studies at second-year level (at least 32 credits) or Applied English Language Studies (AELS) at second-year level (at least 32 credits) or the equivalent.
- Students who want to specialise in teaching English as a Home Language, need English Studies at third-year level (at least 32 credits).

Home Department: CURRICULUM STUDIES

53880 English Studies [BEd] (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

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.

Home department: CURRICULUM STUDIES

49492 Higher Education [MPhil]

879 (180) Name of Programme: Higher Education

Further particulars are provided under the alphabetically listed subjects of the programme.

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

177 (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, that are necessary for general use in schools and for the communication and information purposes of teachers.

Flexible assessment

Home department: CURRICULUM STUDIES

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

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: DEPARTMENT OF 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

144 (5) Introduction to Language Education [FP] and [IP] (1L)

Students who are unsuccessful in completing the Introduction to Language Education module in the first semester, may be given an opportunity to repeat the module in the second semester. 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:

- Introduction to Language Education 1^{xx}
- Any two of English, Afrikaans or IsiXhosa on first-year level
- Compulsory: Must be taken simultaneously with two of the three language modules on 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 2^{xx} and 2^{xx};
- Two of English, Afrikaans or IsiXhosa at second-year level.

Home Department: CURRICULUM STUDIES

xxxxx Language of Learning and Teaching (LoLT) & Academic Language Development [BEd] (new programmes)

4^{xx} (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:

Prerequisite: Passed the BEd 3rd year and enrolled as 4th year student.

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: DEPARTMENT OF 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

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

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

Three-year degree with prerequisite pass as follows:

- At least two of the following or equivalent modules:
 - Biology 124 (Cell Biology)
 - Biology 144 (Biodiversity and Ecology)
 - Biology 154 (Functional Biology)
- In addition candidates must have passed TWO of the following as major subjects (i.e. at third-year level) (at least 32 credits each):
 - Biochemistry, Physiology, Microbiology, Botany*, Genetics, Zoology*
 - Biodiversity and Ecology 224 AND 244 (16 credits each)

* If candidates have passed both Botany and Zoology at second-year level, this will also serve as admission to Life Sciences Teaching 7^{xx}.

If, however, a candidate has passed at least three of Biochemistry, Physiology, Microbiology and Genetics on second-year level (each at least 32 credits), such candidate will gain admission to Life Sciences Teaching 7^{xx}.

Home department: CURRICULUM STUDIES

11570 Life Skills [BEd] (new programmes)

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

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

14000 Life Skills: Dance and Drama [BEd] (new programmes)

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

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

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

xxxxx Life Skills: Physical Education [BEd] (new programmes)

4^{xx} (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)

4^{xx} (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)

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]**741 (15) Literacy Education and Leadership [(Foundation Phase) Module 1**

Research and evidence-based critical rethinking and transformation of emergent and conventional literacy practices in the Foundation Phase. Knowledge building and systems development as leaders of literacy teaching to direct the whole school's literacy improvement programme. Developing and sustaining a data-based literacy instructional and assessment system for the Foundation Phase.

Assessment: Assignments and a written examination

Home department: CURRICULUM STUDIES

744 (15) Literacy Education and Leadership (Foundation Phase)] Module 2

Data- and needs-driven literacy instruction that focuses on rethinking instructional strategies based on individual learners' needs and differentiated instruction. The creation of a vision for literacy teachers to become change agents and assume more leadership responsibilities to support literacy and school improvement initiatives. Research and evidence-based critical rethinking and transformation of literacy pedagogical and content expertise to build literacy leadership capacity in the school context.

Assessment: Assignments and a written examination

P Literacy Education and Leadership Module 1 (only applicable to BEd Hons (Foundation Phase) students)

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...

- 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

4^{xx} (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

4^{xx} (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]

741 (15) Mathematics Education (Foundation Phase) Module 1

Perspectives on the nature of Mathematics and teaching and learning of Mathematics in Foundation Phase; problem solving and problem-centred learning; processes in the learning of mathematics.

Flexible assessment

Home department: CURRICULUM STUDIES

744 (15) Mathematics Education (Foundation Phase) Module 2

Factors influencing the meaningful and coherent teaching and learning of Mathematics in Foundation Phase, learning trajectories, professional teacher identity, alignment of teaching, learning and assessment, blended learning in the Foundation Phase Mathematics classroom.

Flexible assessment

PP Mathematics Education (Foundation Phase) Module 1

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 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.

Flexible assessment

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

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

4^{xx} (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

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

xxxxx Philosophy of Education [BEd] (new programmes)

4^{xx} and 4^{xx} (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 [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

21865 Philosophy of Education [PGCE]

771 (8) Philosophy of Education (2L)

This module make 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

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

or

- Chemistry at first-year level (at least 24 credits) and Physics at third-year level (at least 48 credits) or the equivalent.
- Candidates with a good academic record may be admitted if they have only passed first year
- Physics (at least 24 credits) and two modules of Chemistry at second-year level

or

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

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.

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^{xx}, 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^{xx}, 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

4^{xx} (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^{xx}, 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

4^{xx} (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^{xx}, i.e. Mathematics (Ed) 3^{xx}, two languages (selected from Afrikaans, English and IsiXhosa) on third-year level and Life Skills: Dance and Drama 3^{xx}.

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

61166 Research in Lifelong Learning [MPhil (Education and Training for Lifelong Learning)]

875 (10) Research

Research in lifelong learning.

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); MPhil (Education and Training for Lifelong Learning); MEd (Curriculum Studies); MEd (Educational Support)]

Thesis component.

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

4^{xx} (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^{xx}*

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 South African Sign Language: Language and Literacy Education 284

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

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

12472 Specialisation in Language and Literacy [BEdHons]

764 (18) Specialisation in Language and Literacy

- Problematic general assumptions regarding remediation of reading and writing problems.
- Research-based approach to instruction that improves language and literacy learning in the classroom.
- Intervention for groups and individuals to improve the language study of first and additional language learners' reading, writing and comprehension.
- The use of assessment in instructional decision making.

PP Didactics (Subject Didactics of English) 734

Home department: CURRICULUM STUDIES

This module will not be offered in 2020.

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

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

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

11511 IsiXhosa (Ed) [BEd] (new programmes)

177 (15) IsiXhosa (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 its 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 teaching and linguistic history of isiXhosa.

Competency-based flexible assessment

P IsiXhosa Grade 12 First Language/ Additional Language, or Equivalent

Home department: CURRICULUM STUDIES

179 (15) IsiXhosa (Ed) [FP] (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 Foundation Phase.

Aspects of learning include pragmatics; language structure and its social and academic functions in written genres; folklore – spoken word art and related cognitive benefits ; language-related culture in literacy discourse; and linguistic history of isiXhosa.

Competency-based flexible assessment

P IsiXhosa Grade 12 First Language/ Additional Language, or equivalent

Home department: CURRICULUM STUDIES

279 (15) IsiXhosa (Ed) [FP] (3L)

IsiXhosa language and literacy instruction, which includes:

- academic literacy, functional literacy, visual literacy, along with critical literacy;
- lesson planning and evaluation techniques;
- understanding of the notion of integrated teaching and learning outcomes with the motto “Every learner matters!”
- participation as responsible citizens in local and national communities, e.g. singing the South African National Anthem with understanding and regarding the South African Constitutional Children’s Rights Charter and school policies.

Competency-based flexible assessment

P IsiXhosa (Ed) [FP] 179 or an equivalent

Hosting department: CURRICULUM STUDIES

379 (15) IsiXhosa Home Language (Ed) [FP] (3L)

The module aims at crafting experts in facilitating the Xhosa language, culture and initial literacy for enjoyment and enrichment, as well as the empowerment of Grade R to 3 learners. Much value is put on:

- designing learning activities that integrate isiXhosa and numeracy;
- competency-based assessment that creates learning opportunities for proficiency in listening, viewing, speaking, critical thinking and appreciating amaXhosa culture and other local cultures;
- 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 through critical reflections on the link between theoretical knowledge gained at university and the practical realities of application in schools. This becomes a platform to consult with other field specialists and do further inquiry for professional growth;
- grounded understanding of isiXhosa teaching for the early childhood phase while serving ethically as a teacher of isiXhosa in spite of possible changes in the national curricula.

Competency-based flexible assessment

P IsiXhosa (Ed) [FP] 279 or an equivalent

Home department: CURRICULUM STUDIES

4^{xx} (15) IsiXhosa Home Language (Ed) [FP] (3L)

The module aims at crafting professionals in facilitating the Xhosa language, culture and initial literacy for enjoyment, enrichment and empowerment. The module content entails:

- designing learning activities that integrate isiXhosa and numeracy;
- 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 for the early childhood phase in spite of possible changes in the national IsiXhosa Home Language Foundation Phase curricula.

Competency-based flexible assessment

P IsiXhosa Home Language (Ed) [FP] 3^{xx} or an equivalent

Home department: CURRICULUM STUDIES

4^{xx} (15) IsiXhosa Additional Language (Ed) [FP] (3L)

Foundation Phase IsiXhosa Additional Language pre-service teachers gain knowledge of multiliteracies that would enable them to keep a balance between the value of language proficiency, teaching practice and professional application of relevant pedagogical theories in consideration of ethical matters. The module aims at crafting professionals in the facilitation of the Xhosa language and culture, in adopting an intercultural language learning approach and in deepening multicultural awareness and sensitivity for responsible citizenship. Students acquire multiliteracies which include:

- presenting technologically augmented lessons or workshops;
- functional literacy and visual literacy;
- assessment design and development for IsiXhosa Second Additional Language (IsiXhosa SAL);
- understanding the current (CAPS) IsiXhosa SAL Foundation Phase curriculum;
- coping with challenges in the national curricula by serving professionally and ethically despite changes in the national IsiXhosa SAL curricula.
- Teaching creative writing in isiXhosa as part of teaching and learning resources development.

Competency-based flexible assessment

P IsiXhosa Home Language (Ed) [FP] 3^{xx} or an equivalent

Home department: CURRICULUM STUDIES

13851 IsiXhosa Home Language(Ed) [BEd] [IP] (new programme)

277 (15) IsiXhosa Home Language (Ed) [IP] (3L)

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

P IsiXhosa (Ed)[IP] 177 or an equivalent

Hosting department: CURRICULUM STUDIES

377 (15) IsiXhosa Home Language (Ed) [IP] (2L, 1T)

Intermediate Phase IsiXhosa Home Language pre-service teachers gain multiliteracies that would enable them to keep a balance between the value of language proficiency, teaching practice and professional application of relevant pedagogical theories in consideration of ethical matters for both home and additional language instruction. The module aims at crafting experts in facilitating the Xhosa language, culture and initial literacy for enjoyment, enrichment and empowerment. The module content is, hence, not framed only around passing examinations and tests but around more than that.

During teaching practice season in schools, student interns receive mentorship from the lecturer and are made conscious of uncertain situations and complexities in multicultural school settings.

Competency-based flexible assessment:

P IsiXhosa Home Language (Ed) [IP] 277 or an equivalent

Hosting department: CURRICULUM STUDIES

4^{xx} (15) IsiXhosa Home Language (Ed) [IP] (3L)

This module aims to train students to be competent in facilitating the learning of IsiXhosa Home Language (IsiXhosa HL) to Grade 4 to 6 learners. This includes:

- designing of learning activities that equip home language learners to:
 - be critical and productive in academic settings across the curriculum;
 - be successfully functional in social contexts;
 - experience enjoyment and enrichment in learning;
 - be empowered as well-rounded individuals.
- competency-based assessment that creates effective learning opportunities to foster deep learning;
- working skilfully in overcrowded classrooms and with mixed literacy proficiencies in one class;
- understanding the implementation requirements for the national curriculum (CAPS) for IsiXhosa HL;
- critical reflections on the link between theoretical knowledge gained at university and the practical realities of application in schools;
- grounded understanding of isiXhosa instruction within the basic education bands regardless of possible changes in the national IsiXhosa HL curricula.

Competency-based flexible assessment:

P IsiXhosa Home Language (Ed) [IP] 3^{xx} or an equivalent

Home department: CURRICULUM STUDIES

4^{xx} (15) IsiXhosa Additional Language (Ed) [IP] (3L)

This module aims to train students to be competent in facilitating the learning of the Xhosa language and culture as a Second Additional Language (IsiXhosa SAL) to Grade 4 to 6 learners. This includes:

- designing learning activities that foster deep learning;
- competency-based assessment that creates effective learning opportunities;
- working skilfully in overcrowded classrooms and with mixed literacy proficiencies in one class;
- understanding the implementation requirements for the national curriculum (CAPS) for IsiXhosa SAL;
- critical reflections on the link between theoretical knowledge gained at university and the practical realities of application in schools;
- grounded understanding of isiXhosa instruction within the basic education bands regardless of possible changes in the national IsiXhosa SAL curricula.

Competency-based flexible assessment

P IsiXhosa Home Language (Ed) [IP] 3^{xx} or an equivalent

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.

Competency-based flexible assessment

Prerequisites are as follows:

- *IsiXhosa at second year level or at least 32 credits*
- *Passing a screening/oral proficiency assessment to ascertain reasonable oral proficiency in IsiXhosa.*

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 Cillié 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

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

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

Not available Faculty of Education

GG Cillie Building

Stellenbosch University

Private X1

MATIELAND

7602

Tel.: 021 808 2573 E-mail: Not available

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