Dean:
Prof M Robinson
BA, HDE (Cape Town), Drs Onderwijskunde (Leiden),
MEd, DEd (UWC)
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.

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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.

- Alphabetic 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.

- Alphabetic 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.

- **Department of Sport Science**

- **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 courses are spread across the four departments and SUNCEP.
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<thead>
<tr>
<th>Curriculum Studies</th>
<th>Educational Psychology</th>
<th>Education Policy Studies</th>
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<td>BEdHons (Educational Support and Educational Psychology streams)</td>
<td>BEdHons (Education Management and Education Policy Studies streams)</td>
<td>BScHons (Sport Science and Biokinetics streams)</td>
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<td></td>
<td>PhD (Sport Psychology)</td>
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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, BScHons (Biokinetics), BScHons (Sport Science), MEd, MPhil, MSc (Sport Science), PhD in different fields (among others, Sport Psychology), 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 BA and BSc (Sport Science) programmes, respectively, are offered by the Faculty of Arts and Social Sciences and the Faculty of Science.

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)
- BScHons (Biokinetics) or (Sport Science) (Level 8)
- MEd (Level 9)
- MEd (Psych) (Level 9)
- MPhil (Level 9)
- MSc (Sport Science) (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 BScHons (Biokinetics) is accredited by the South-African Professional Board for Physiotherapy, Podiatry and Biokinetics.

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:

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Telephone number</th>
<th>Fax number</th>
<th>E-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Dean: Faculty of Education</td>
<td>021 808 2258</td>
<td>021 808 2269</td>
<td><a href="mailto:cnew@sun.ac.za">cnew@sun.ac.za</a> / <a href="mailto:opvoed@sun.ac.za">opvoed@sun.ac.za</a></td>
</tr>
<tr>
<td>Vice-Dean (Research)</td>
<td>021 808 2122</td>
<td></td>
<td><a href="mailto:afataar@sun.ac.za">afataar@sun.ac.za</a></td>
</tr>
<tr>
<td>Vice-Dean (Teaching)</td>
<td>021 808 2122</td>
<td></td>
<td><a href="mailto:rlc2@sun.ac.za">rlc2@sun.ac.za</a></td>
</tr>
<tr>
<td>Faculty Secretary</td>
<td>021 808 3945</td>
<td>021 808 3822</td>
<td><a href="mailto:eel@sun.ac.za">eel@sun.ac.za</a></td>
</tr>
<tr>
<td>Department of Curriculum Studies</td>
<td>021 808 2300</td>
<td>021 808 2295</td>
<td><a href="mailto:lva@sun.ac.za">lva@sun.ac.za</a></td>
</tr>
<tr>
<td>Department of Education Policy Studies</td>
<td>021 808 2419</td>
<td>021 808 2283</td>
<td><a href="mailto:salex@sun.ac.za">salex@sun.ac.za</a></td>
</tr>
<tr>
<td>Department of Educational Psychology</td>
<td>021 808 2308</td>
<td>021 808 2021</td>
<td><a href="mailto:sonjab@sun.ac.za">sonjab@sun.ac.za</a></td>
</tr>
<tr>
<td>Department of Sport Science</td>
<td>021 808 4915</td>
<td>021 808 4817</td>
<td><a href="mailto:mimbotha@sun.ac.za">mimbotha@sun.ac.za</a></td>
</tr>
<tr>
<td>SUNCEP (Stellenbosch University Centre for Pedagogy)</td>
<td>021 808 3483</td>
<td></td>
<td><a href="mailto:vanlouwt@sun.ac.za">vanlouwt@sun.ac.za</a></td>
</tr>
</tbody>
</table>

5.2 Postal addresses to use

- Send correspondence with the Faculty to the following address:
  The Dean
  Faculty of Education
  Stellenbosch University
  GG Cillië 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. 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. Standing 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 one module with a 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 Secretary, who must send their names to the departments concerned via the Dean’s office. The onus, however, will be on the students concerned to apply to the Faculty Secretary in good time about possible qualification for a DCE. Students who are granted a DCE must present themselves for the examination, which will be conducted departmentally.

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

Since 2013 all prospective undergraduate students must write the National Benchmark Test (NBT). These tests can be written countrywide at various centres and must be completed before 30 June. 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.

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:

- BEd (General Education)
- BA (Sport Science)
- BSc (Sport Science)
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 (General 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.

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 the module codes for the new programmes were not available in time for printing. The unavailable codes are therefore indicated with superscript x’s after the year of study; for example 1\textsuperscript{x} and 2\textsuperscript{x}.

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.
Education

(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.

<table>
<thead>
<tr>
<th>General requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The National Senior Certificate (NSC) or the school-leaving certificate of the Independent Examination Board (IEB) with an average of at least 55%.</td>
</tr>
<tr>
<td>• Four university admission subjects, each passed at least at level 4.</td>
</tr>
<tr>
<td>• Write the AQL (Academic and Quantitative Literacy) test of the National Benchmark Test.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you attended school in Afrikaans:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>If you attended school in English:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

- You must have passed either Afrikaans (Home Language or First Additional Language) or English (Home Language or First Additional Language) for the NSC at Code 5.
- If you did another official language (Home Language or First Additional Language) instead of Afrikaans or English, you must have passed at Code 4.
- If you have obtained a Code 5 for one of the language subjects listed above, but it is not your language of instruction, you may be granted discretionary admission.

<table>
<thead>
<tr>
<th>Mathematics requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>You must have obtained one of the following:</td>
</tr>
<tr>
<td>Mathematics Code 3</td>
</tr>
<tr>
<td>Mathematical Literacy Code 5</td>
</tr>
</tbody>
</table>

- Students who wrote their final examination before 2008 must have passed Mathematics (SG) at least at Grade 12 level.
Selection criteria

Since 2011 students must be selected for admission to the BEd (General Education) programme. 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.
- 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).

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

The table below explains the school visits in greater detail.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Time of year</th>
<th>Stream and module</th>
<th>Where and which grade</th>
<th>Type of practice teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>during the course of the year</td>
<td>Teaching and Learning 178 / Practical Learning 1\textsuperscript{xx}</td>
<td>at the Faculty</td>
<td>observation , micro teaching and peer teaching</td>
</tr>
</tbody>
</table>

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16
<table>
<thead>
<tr>
<th>Year of study</th>
<th>Time of year</th>
<th>Stream and module</th>
<th>Where and which grade</th>
<th>Type of practice teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>two weeks at start of school year (start with teachers at school)</td>
<td>Foundation Phase, Teaching and Learning 288 / Practical Learning 2xx</td>
<td>at a dedicated partner school, Grade R</td>
<td>compulsory observation at a school</td>
<td></td>
</tr>
<tr>
<td>First semester</td>
<td>Intermediate Phase / Intermediate and Senior Phases, Teaching and Learning 278 / Practical Learning 2xx</td>
<td>at a school of your choice, any Grade 4-6 (or Gr. 7-9 in old programme Senior Phase)</td>
<td>observation and microteaching</td>
<td></td>
</tr>
</tbody>
</table>
| Third school term (WCED school term) | All phases, Teaching and Learning 278/288 Practical Learning 2xx/2xx | at a school near your home or a suitable school of own choice in the following grades:  
- Teaching and Learning 288/Practical Learning 2xx: Gr R  
- Teaching and Learning 278: Gr 4-6  
- Practical Learning 2xx: Gr 4-7 | work integrated learning at a school |
<table>
<thead>
<tr>
<th>Year of study</th>
<th>Time of year</th>
<th>Stream and module</th>
<th>Where and which grade</th>
<th>Type of practice teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third</td>
<td>two weeks at start of school year (start with teachers at school)</td>
<td><strong>Foundation Phase</strong>, Teaching and Learning 288 / Practical Learning 2&lt;sup&gt;xx&lt;/sup&gt;</td>
<td>school of own choice, Grade 1-3</td>
<td>compulsory observation at a school</td>
</tr>
<tr>
<td></td>
<td>selected days in the first semester</td>
<td><strong>Intermediate Phase / Intermediate and Senior Phases</strong>, Teaching and Learning 278 / Practical Learning 2&lt;sup&gt;xx&lt;/sup&gt;</td>
<td>At a school of your choice, any Grade 4-6 (or Gr 7-9 in old programme Senior Phase)</td>
<td>work integrated learning at a school</td>
</tr>
</tbody>
</table>
|               | third school term (WCED school term) | **All phases**, Teaching and Learning 378/388 Practical Learning 3<sup>xx</sup>/3<sup>xx</sup> | school near your home home in the following grades:  
  - Teaching and learning/Practical Learning 388: Gr 1-3  
  - Teaching and Learning 378: Gr 4-6  
  - Practical Learning 378: Gr 4-7 | work integrated learning at a school |
<table>
<thead>
<tr>
<th>Year of study</th>
<th>Time of year</th>
<th>Stream and module</th>
<th>Where and which grade</th>
<th>Type of practice teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth</td>
<td>first semester</td>
<td><em>All phases,</em> Teaching and Learning 478/488 Practical Learning 4(^{xx}/4^{xx})</td>
<td>at the Faculty</td>
<td>Career-oriented preparation</td>
</tr>
<tr>
<td></td>
<td>third school term (WCED school term)</td>
<td></td>
<td>at a school in Stellenbosch or in the vicinity so that lecturers can visit</td>
<td>work integrated learning at a school</td>
</tr>
</tbody>
</table>

**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.
3.2 Programme content for new BEd programmes offered as of 2018

The following information is for students who enrol for the BEd (General Education) programme 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 (General Education) (Foundation Phase)

First year (115 credits)

Compulsory modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Learning</td>
<td>1(xx)(30)</td>
</tr>
<tr>
<td>Becoming a Teacher</td>
<td>1(xx)(10)</td>
</tr>
<tr>
<td>Information Communication Technologies for Learning (ICT)</td>
<td>1(xx)(10)</td>
</tr>
<tr>
<td>Introduction to Language Education and Academic Literacy</td>
<td>1(xx)(5)</td>
</tr>
<tr>
<td>Life Skills</td>
<td>1(xx)(15)</td>
</tr>
<tr>
<td>Mathematics (Ed)</td>
<td>1(xx)(15)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Language</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans en Nederlands</td>
<td>178(24) or</td>
</tr>
<tr>
<td>Afrikaans Language Acquisition</td>
<td>188(24)</td>
</tr>
<tr>
<td>English Language and Literature</td>
<td>1(xx)(15)</td>
</tr>
<tr>
<td>IsiXhosa (Ed)</td>
<td>1(xx)(15)</td>
</tr>
</tbody>
</table>

Second year (140 credits)

Compulsory Modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Learning</td>
<td>2(xx)(30)</td>
</tr>
<tr>
<td>Afrikaans as Taal van Onderrig en Leer</td>
<td>2(xx)(5)</td>
</tr>
<tr>
<td>Development and Learning</td>
<td>2(xx)(10)</td>
</tr>
<tr>
<td>Grade R Theory and Practice</td>
<td>2(xx)(15)</td>
</tr>
<tr>
<td>Language and Literacy Education</td>
<td>2(xx)(15)</td>
</tr>
</tbody>
</table>
Language Education: Core Module | 2xx(5)
---|---
Life Skills: Music | 2xx(10)
Life Skills: Visual Art | 2xx(10)
Mathematics (Ed) | 2xx(15)

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans (Ond)</td>
<td>2xx(15)</td>
</tr>
<tr>
<td>English (Ed)</td>
<td>2xx(15)</td>
</tr>
<tr>
<td>IsiXhosa (Ed)</td>
<td>2xx(15)</td>
</tr>
</tbody>
</table>

**Third year (115 credits)**

**Compulsory modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Learning</td>
<td>3xx(30) (practical)</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>3xx(15)</td>
</tr>
<tr>
<td>Education Policy and Management</td>
<td>3xx(10)</td>
</tr>
<tr>
<td>Sociology of Education</td>
<td>3xx(10)</td>
</tr>
<tr>
<td>Life Skills Dance and Drama</td>
<td>3xx(10)</td>
</tr>
<tr>
<td>Language Education: Core Module</td>
<td>3xx(5)</td>
</tr>
</tbody>
</table>

**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 and one at Additional Language level.
- If English and isiXhosa are your language teaching subjects, you must choose them as indicated below. For these two languages the two levels, Home Language and Additional Language, are accommodated in the same class.

<table>
<thead>
<tr>
<th>Language</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans Huistaal (Ond)</td>
<td>3xx(15) or</td>
</tr>
<tr>
<td>Afrikaans Eerste Addisionele Taal (Ond)</td>
<td>3xx(15)</td>
</tr>
<tr>
<td>English (Ed)</td>
<td>3xx(15)</td>
</tr>
<tr>
<td>IsiXhosa Home Language (Ed)</td>
<td>3xx(15)</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Language Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans (Kommunikasie)</td>
<td>3xx(5)</td>
</tr>
<tr>
<td>IsiXhosa (Communication)</td>
<td>3xx(5)</td>
</tr>
</tbody>
</table>

**Fourth year (120 credits)**

**Compulsory modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Learning</td>
<td>4xx(30) (practical)</td>
</tr>
<tr>
<td>Addressing Diverse Learning Needs</td>
<td>4xx(10)</td>
</tr>
<tr>
<td>Language of Learning and Teaching (LoLT) &amp; Academic Development</td>
<td>4xx(10)</td>
</tr>
<tr>
<td>Life Skills: Physical Education</td>
<td>4xx(15)</td>
</tr>
<tr>
<td>Mathematics (Ed)</td>
<td>4xx(15)</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>4xx(10)</td>
</tr>
</tbody>
</table>

**Compulsory language modules**

As before, choose one language at Home Language level and another at Additional Language level as your language teaching subjects. The languages you choose must be the same as in your third year.

<table>
<thead>
<tr>
<th>Language Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans Huistaal (Ond)</td>
<td>4xx(15)</td>
</tr>
<tr>
<td>Afrikaans Eerste Addisionele Taal (Ond)</td>
<td>4xx(15)</td>
</tr>
<tr>
<td>English Home Language (Ed)</td>
<td>4xx(15)</td>
</tr>
<tr>
<td>English First Additional Language (Ed)</td>
<td>4xx(15)</td>
</tr>
<tr>
<td>IsiXhosa Home Language (Ed)</td>
<td>4xx(15)</td>
</tr>
<tr>
<td>IsiXhosa Additional Language (Ed)</td>
<td>4xx(15)</td>
</tr>
</tbody>
</table>
3.2.2  BEd (General Education) (Intermediate Phase)

First year (120 credits)

Compulsory modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Learning</td>
<td>1xx(30)</td>
</tr>
<tr>
<td>Introduction to Language Education and</td>
<td>1xx(5)</td>
</tr>
<tr>
<td>Academic Literacy</td>
<td></td>
</tr>
<tr>
<td>Becoming a Teacher</td>
<td>1xx(10)</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>1xx(15)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Language</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans en Nederlands</td>
<td>178(24)</td>
</tr>
<tr>
<td>Afrikaans Language</td>
<td>188(24)</td>
</tr>
<tr>
<td>Acquisition</td>
<td></td>
</tr>
<tr>
<td>English Language and</td>
<td>1xx(15)</td>
</tr>
<tr>
<td>Literature</td>
<td></td>
</tr>
<tr>
<td>IsiXhosa (Ed)</td>
<td>1xx(15)</td>
</tr>
</tbody>
</table>

Elective modules

Choose two from the following:

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic and Management Sciences (Ed)</td>
<td>1xx(15)</td>
</tr>
<tr>
<td>Life Skills</td>
<td>1xx(15)</td>
</tr>
<tr>
<td>Natural Sciences (Ed)</td>
<td>1xx(15)</td>
</tr>
<tr>
<td>Social Sciences (Ed)</td>
<td>1xx(15)</td>
</tr>
</tbody>
</table>

Second year (125 credits)

Compulsory modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Learning</td>
<td>2xx(30) (Practical)</td>
</tr>
<tr>
<td>Curriculum Theory</td>
<td>2xx(10)</td>
</tr>
<tr>
<td>Information Communication Technologies for</td>
<td>2xx(10)</td>
</tr>
<tr>
<td>Learning (ICT)</td>
<td></td>
</tr>
<tr>
<td>Development and Learning</td>
<td>2xx(10)</td>
</tr>
<tr>
<td>Language Education: Core Module</td>
<td>2xx(5)</td>
</tr>
</tbody>
</table>
Compulsory language modules
Choose the same two languages as in your first year.

<table>
<thead>
<tr>
<th>Language Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans Huistaal (Ond)</td>
<td>2xx(15)</td>
</tr>
<tr>
<td>Afrikaans Eerste Addisionele Taal (Ond)</td>
<td>2xx(15)</td>
</tr>
<tr>
<td>English Home Language (Ed)</td>
<td>2xx(15)</td>
</tr>
<tr>
<td>English First Additional Language (ED)</td>
<td>2xx(15)</td>
</tr>
<tr>
<td>IsiXhosa Home Language (Ed)</td>
<td>2xx(15)</td>
</tr>
</tbody>
</table>

Elective modules
Choose two of the following modules.

Note the following:
- You must continue with the subjects chosen in the first year or one of the subjects chosen in the first year and Mathematics.
- If you take Life Skills, you must take both the module for Music and the module for Visual Art.

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic and Management Sciences (Ed)</td>
<td>2xx(15)</td>
</tr>
<tr>
<td>Life Skills: Music</td>
<td>2xx(10)</td>
</tr>
<tr>
<td>Life Skills: Visual Art</td>
<td>2xx(10)</td>
</tr>
<tr>
<td>Mathematics (Ed)</td>
<td>2xx(15)</td>
</tr>
<tr>
<td>Natural Sciences (Ed)</td>
<td>2xx(15)</td>
</tr>
<tr>
<td>Social Sciences (Ed)</td>
<td>2xx(15)</td>
</tr>
</tbody>
</table>

Third year (125 credits)

Compulsory modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Learning</td>
<td>3xx(30)</td>
</tr>
<tr>
<td>Education Policy and Management</td>
<td>3xx(10)</td>
</tr>
<tr>
<td>Educational Evaluation and Research</td>
<td>3xx(5)</td>
</tr>
<tr>
<td>Language Education: Core Module</td>
<td>3xx(5)</td>
</tr>
<tr>
<td>Sociology of Education</td>
<td>3xx(10)</td>
</tr>
</tbody>
</table>

Compulsary 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 and one at Additional Language level.
- If English and isiXhosa are your language teaching subjects, you must choose them as indicated below. For these two languages the two levels, Home Language and Additional Language, are accommodated in the same class.
Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans Huistaal (Ond)</td>
<td>3xx(15)</td>
</tr>
<tr>
<td>Afrikaans Eerste Addisionele Taal (Ond)</td>
<td>3xx(15)</td>
</tr>
<tr>
<td>English Home Language (Ed)</td>
<td>3xx(15)</td>
</tr>
<tr>
<td>English First Additional Language (ED)</td>
<td>3xx(15)</td>
</tr>
<tr>
<td>IsiXhosa Home Language (Ed)</td>
<td>3xx(15)</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans (Kommunikasie)</td>
<td>3xx(5)</td>
</tr>
<tr>
<td>IsiXhosa (Communication)</td>
<td>3xx(5)</td>
</tr>
</tbody>
</table>

**Elective modules**

Choose **two** from the following:

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic and Management Sciences (Ed)</td>
<td>3xx(15)</td>
</tr>
<tr>
<td>Life Skills Dance and Drama</td>
<td>3xx(10)</td>
</tr>
<tr>
<td>Mathematics (Ed)</td>
<td>3xx(15)</td>
</tr>
<tr>
<td>Natural Sciences (Ed)</td>
<td>3xx(15)</td>
</tr>
<tr>
<td>Social Sciences (Ed)</td>
<td>3xx(15)</td>
</tr>
</tbody>
</table>

**Fourth year (120 credits)**

**Compulsory modules**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Learning</td>
<td>4xx(30) (practical)</td>
</tr>
<tr>
<td>Addressing Diverse Learning Needs</td>
<td>4xx(10)</td>
</tr>
<tr>
<td>Language of Learning and Teaching (LoLT) &amp; Academic Development</td>
<td>4xx(10)</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>4xx(10)</td>
</tr>
</tbody>
</table>
**Compulsory language modules**

As before, choose one language at Home Language level and another at Additional Language level as your language teaching subjects. The languages you choose must be the same as in your third year.

<table>
<thead>
<tr>
<th>Language Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans Huistaal (Ond)</td>
<td>4xx(15)</td>
</tr>
<tr>
<td>Afrikaans Eerste Addisionele Taal (Ond)</td>
<td>4xx(15)</td>
</tr>
<tr>
<td>English Home Language (Ed)</td>
<td>4xx(15)</td>
</tr>
<tr>
<td>English First Additional Language (ED)</td>
<td>4xx(15)</td>
</tr>
<tr>
<td>IsiXhosa Home Language (Ed)</td>
<td>4xx(15)</td>
</tr>
<tr>
<td>IsiXhosa Additional Language (Ed)</td>
<td>4xx(15)</td>
</tr>
</tbody>
</table>

**Elective modules**

Choose **two** from the following:

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic and Management Sciences</td>
<td>4 xx (15)</td>
</tr>
<tr>
<td>Life Skills: Physical Education</td>
<td>4 xx (15)</td>
</tr>
<tr>
<td>Mathematics (Ed)</td>
<td>4 xx (15)</td>
</tr>
<tr>
<td>Natural Sciences (Ed)</td>
<td>4 xx (15)</td>
</tr>
<tr>
<td>Social Sciences (Ed)</td>
<td>4 xx (15)</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Language Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans en Nederlands</td>
<td>178(24)</td>
</tr>
<tr>
<td>Afrikaans Language Acquisition</td>
<td>188(24)</td>
</tr>
<tr>
<td>English Studies</td>
<td>178(24)</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Curriculum Studies</th>
<th>144(10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic and Management Sciences (Ed)</td>
<td>178(10)</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>124(10)</td>
</tr>
<tr>
<td>Information Skills</td>
<td>172(6)</td>
</tr>
<tr>
<td>Mathematics (Ed)</td>
<td>178(10)</td>
</tr>
<tr>
<td>Natural Sciences (Ed)</td>
<td>178(10)</td>
</tr>
<tr>
<td>Social Sciences (Ed)</td>
<td>178(10)</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>178(16)</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Afrikaans (Ond)</th>
<th>284(15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Ed)</td>
<td>284(15)</td>
</tr>
<tr>
<td>Xhosa (Ed)</td>
<td>284(15)</td>
</tr>
</tbody>
</table>

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 Language of Learning and Teaching 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) |
| Xhosa as Language of Learning and Teaching   | 288(5) |
Other compulsory modules

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Culture (Ed)</td>
<td>288(10)</td>
</tr>
<tr>
<td>Mathematics (Ed)</td>
<td>284(15)</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>288(20)</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>288(35)</td>
</tr>
<tr>
<td>Technology (Ed)</td>
<td>288(10)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Language</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans (Ond)</td>
<td>384(15)</td>
</tr>
<tr>
<td>English (Ed)</td>
<td>384(15)</td>
</tr>
<tr>
<td>Xhosa (Ed)</td>
<td>384(15)</td>
</tr>
</tbody>
</table>

b) You must choose a basic communication course 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.

<table>
<thead>
<tr>
<th>Language</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xhosa (Communication)</td>
<td>388(10)</td>
</tr>
<tr>
<td>Afrikaans (Kommunikasie)</td>
<td>388(10)</td>
</tr>
</tbody>
</table>

Other compulsory modules

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Culture (Ed)</td>
<td>388(10) (Dance and Drama)</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>388(20) (Learner diversity)</td>
</tr>
<tr>
<td>Life Orientation</td>
<td>386(10) (Physical movement and development)</td>
</tr>
<tr>
<td></td>
<td>387(10) (Multireligion and multicultural)</td>
</tr>
<tr>
<td></td>
<td>388(5) (Environment and the curriculum)</td>
</tr>
<tr>
<td>Mathematics (Ed)</td>
<td>384(15)</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>388(20) (Practice Grade 1-3)</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Language</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans (Ond)</td>
<td>484(15)</td>
</tr>
<tr>
<td>English (Ed)</td>
<td>484(15)</td>
</tr>
<tr>
<td>Xhosa (Ed)</td>
<td>484(15)</td>
</tr>
</tbody>
</table>

Other compulsory modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Studies</td>
<td>488(20)</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>414(15) (Assessment and learning support)</td>
</tr>
<tr>
<td>Mathematics (Ed) (Foundation Phase)</td>
<td>484(15)</td>
</tr>
<tr>
<td>Perspectives on Educational Systems</td>
<td>488(15)</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>488(35) (Practice Grades 1-3)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Language</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans en Nederlands</td>
<td>178(24)</td>
</tr>
<tr>
<td>Afrikaans Language Acquisition</td>
<td>188(24)</td>
</tr>
<tr>
<td>English Studies</td>
<td>178(24)</td>
</tr>
<tr>
<td>Xhosa</td>
<td>178(24) (Introduction to Xhosa Language and Culture) (non-first-language speakers) or 188(24) (Introduction to Xhosa Language and Culture) (first-language speakers)</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Curriculum Studies</th>
<th>144(10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic and Management Sciences (Ed)</td>
<td>178(10)</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>124(10) (Development and learning)</td>
</tr>
<tr>
<td>Information Skills</td>
<td>172(6)</td>
</tr>
<tr>
<td>Mathematics (Ed)</td>
<td>178(10)</td>
</tr>
<tr>
<td>Natural Sciences (Ed)</td>
<td>178(10)</td>
</tr>
<tr>
<td>Social Sciences (Ed)</td>
<td>178(10)</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>178(16) (Practice)</td>
</tr>
</tbody>
</table>

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 (Ed) 278, you must choose Afrikaans as Language of Learning and Teaching 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

<p>| Arts and Culture (Ed)                | 278(10) (Music and Art) |
| Mathematics (Ed)                    | 278(15) |</p>
<table>
<thead>
<tr>
<th>Philosophy of Education</th>
<th>278(20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning</td>
<td>278(20) (Practice)</td>
</tr>
<tr>
<td>Technology (Ed)</td>
<td>278(10)</td>
</tr>
</tbody>
</table>

**Elective modules**

Choose one of the following:

<table>
<thead>
<tr>
<th>Economic and Management Sciences (Ed)</th>
<th>278(15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Sciences (Ed)</td>
<td>278(15)</td>
</tr>
<tr>
<td>Social Sciences (Ed)</td>
<td>278(15)</td>
</tr>
</tbody>
</table>

**Third year (130 credits)**

**Compulsory language modules**

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

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

<table>
<thead>
<tr>
<th>Xhosa (Communication)</th>
<th>378(10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans (Kommunikasie)</td>
<td>378(10)</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Arts and Culture (Ed)</th>
<th>378(10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology</td>
<td>378(20) (Learner diversity)</td>
</tr>
<tr>
<td>Life Orientation</td>
<td>376(10) (Physical movement and development) 377(10) (Multireligion and multicultural) 378(5) (Environment and the curriculum)</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>378(25) (Practice)</td>
</tr>
</tbody>
</table>

**Elective modules**

Choose two of the following:

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

<table>
<thead>
<tr>
<th>Afrikaans (Ond) (ISP)</th>
<th>378(20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic and Management Sciences (Ed)</td>
<td>378(20)</td>
</tr>
<tr>
<td>English (Ed) [ISP]</td>
<td>378(20)</td>
</tr>
<tr>
<td>Mathematics (Ed)</td>
<td>378(20)</td>
</tr>
<tr>
<td>Natural Sciences (Ed)</td>
<td>378(20)</td>
</tr>
<tr>
<td>Social Sciences (Ed)</td>
<td>378(20)</td>
</tr>
<tr>
<td>Xhosa (Ed)</td>
<td>378(20)</td>
</tr>
</tbody>
</table>
Fourth year (130 credits)

Compulsory modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Studies</td>
<td>478(20)</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>414(15)</td>
</tr>
<tr>
<td>Perspectives on Educational Systems</td>
<td>478(15)</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>478(40)</td>
</tr>
</tbody>
</table>

Elective modules

Choose two of the following:

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans (Ond) (ISP)</td>
<td>478(20)</td>
</tr>
<tr>
<td>Economic and Management Sciences (Ed)</td>
<td>478(20)</td>
</tr>
<tr>
<td>English (Ed) [ISP]</td>
<td>478(20)</td>
</tr>
<tr>
<td>Mathematics (Ed)</td>
<td>478(20)</td>
</tr>
<tr>
<td>Natural Sciences (Ed)</td>
<td>478(20)</td>
</tr>
<tr>
<td>Social Sciences (Ed)</td>
<td>478(20)</td>
</tr>
<tr>
<td>Xhosa (Ed)</td>
<td>478(20)</td>
</tr>
</tbody>
</table>

4. Sport Science programmes

Interfaculty presentation

The Faculty of Arts and Social Sciences awards the BA (Sport Science) degree and the Faculty of Science the BSc (Sport Science degree). The programme descriptions that appear below are the same as in Part 4 (Arts and Social Sciences) and Part 5 (Science) of the University Calendar.

For the descriptions of the individual modules offered in these faculties, see “Subjects, Modules and Module Content” in the relevant Calendar part.

Admission requirements

The admission requirements for the BA and BSc (Sport Science) programmes appear below at the description of the relevant programme.

Further study possibilities

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

- PGCE followed, if desired, by BEdHons
- BScHons (Biokinetics) (applications close on 31 July)
- BScHons (Sport Science) (applications close on 31 July)
- BAHons or BScHons in the major subject other than Sports Science taken for the bachelor’s degree.
4.1 BA (Sport Science)

4.1.1 Admission requirements and other information relevant to the BA (Sport Science) programme

Specific admission requirements

- A National Senior Certificate (NSC) or the school-leaving certificate from the Independent Examination Board (IEB) as certified by Umalusi with a mark of at least 4 (50%) in each of the four school subjects from the list of designated university admission subjects.
- An average final mark in the NSC or the IEB school-leaving certificate (excluding Life Orientation) – 60%
- Home Language (English or Afrikaans) – code 4 (50%)
- First Additional Language – code 3 (40%)
- Mathematics – code 3 (40%) or Mathematical Literacy – code 6 (70%)
- A minimum performance obtained in one of the following subjects – Physical Sciences code 3 (40%) or Life Sciences code 4 (50%)

Please note: This programme does not have an option for the Extended Degree Programme.

Selection is done according to the guidelines and procedures of the Faculty of Arts and Social Sciences and especially the Department of Sport Science. The selection policy for this programme is available from the Department’s selection officer. The selection officer handles all application and selection related queries.

Programme Content and Structure

a) Your admission for this programme is subject to selection by the Department of Sport Science.

b) The degree programme in Sport Science is a three year programme. Sport Science can be followed in combination with one of the following subjects:
   - Afrikaans en Nederlands;
   - English;
   - Geography and Environmental Studies; or
   - Psychology.

c) Please note the following prerequisite requirements:
   - Sport Science 112 is a prerequisite pass module for Sport Science 262.
   - Physiology 114 and 144 are prerequisite modules for Sport Science 232 and 252.
   - Sport Science 184 is prerequisite pass module for Movement Studies, Sport and Recreation 282.

Special Provisions

1. Selection
   - Only a limited number of students are admitted annually to the first year of this programme.
   - You must apply by 30 June of the previous year.
• Selection for the programme happens according to clear guidelines which are based on both academic and non-academic merits.
• If you are selected, you must complete a medical history form
• If you are not declared medically fit, you will not be allowed to register for the compulsory practical modules such as Sport Science 184.

2. Dress Code
• You must obey the prescribed regulations regarding the dress code.
• You can obtain particulars of these regulations from the Department of Sport Science at the beginning of the academic year.

3. Practical Classes
• You must attend all practical classes.
• The Department of Sport Science requires a minimum of 40% for each component of the practical classes.
• You must pass all practical and theoretical modules with 50%.

Presentation
The programme is presented by means of formal lectures, tutorials, practicals (including sports practicals), laboratory visits, group work, work assignments that are completed independently and self-study.

Programme Composition
You can find the contents of the subjects and modules that are set for this programme below in the chapter “Subjects, Modules and Module Contents” in this Calendar part and in Calendar Part 4 (Arts and Social Sciences), according to the faculty where it is offered.

Your chosen subject combination depends on timetable considerations. The subjects and modules that you choose may not clash on the class, test and examination timetables. In addition, consult the schematic outline for subject combinations on the fold-out page at the back of Calendar Part 4 (Arts and Social Sciences).

The four different subject combinations of Sport Science and their modules are set out below.

4.1.2 Programme content for BA (Sport Science) with Afrikaans en Nederlands

First year (130-138 credits)

Compulsory modules

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans en Nederlands</td>
<td>178(24)</td>
</tr>
<tr>
<td>Information Skills</td>
<td>172(6)</td>
</tr>
<tr>
<td>Physiology</td>
<td>114(12), 144(12)</td>
</tr>
<tr>
<td>Sport Science</td>
<td>112(8), 142(8), 184(12)</td>
</tr>
</tbody>
</table>

Plus
Elective modules
Choose two of the following subjects (2 x 24 credits):

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Studies</td>
<td>178(24)</td>
</tr>
<tr>
<td>Geo Environmental Science</td>
<td>124(16), 154(16) (You take Geography and Environmental Studies at second- and third-year levels)</td>
</tr>
<tr>
<td>Psychology</td>
<td>114(12), 144(12)</td>
</tr>
</tbody>
</table>

Second year (128 credits)

Compulsory modules

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans en Nederlands</td>
<td>278(32)</td>
</tr>
<tr>
<td>Movement Education, Sport and Recreation</td>
<td>212(8), 222(8), 242(8), 282(8)</td>
</tr>
<tr>
<td>Sport Science</td>
<td>222(8), 232(8), 252(8), 262(8)</td>
</tr>
</tbody>
</table>

plus

Elective modules
You continue with one of the following subjects (32 credits) that you took in your first year.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Studies</td>
<td>278(32)</td>
</tr>
<tr>
<td>Geography and Environmental Studies</td>
<td>225(16), 265(16) (follows Geo-Environmental Science 124,154 from the first year)</td>
</tr>
<tr>
<td>Psychology</td>
<td>213(8), 223(8), 243(8), 253(8)</td>
</tr>
</tbody>
</table>

Third year (120 credits)

Compulsory modules

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans en Nederlands</td>
<td>318(24), 348(24)</td>
</tr>
<tr>
<td>Sport Science</td>
<td>312(6), 322(6), 332(6), 342(6), 352(6), 362(6), 382(6), 392(6)</td>
</tr>
</tbody>
</table>

plus

Elective modules
Choose only one of the following options (24 credits) of the subject Applied Kinesiology.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Kinesiology</td>
<td>Adapted Physical Activity – 324 (12), 344(12)</td>
</tr>
<tr>
<td></td>
<td>Sport Coaching – 313(12), 353(12)</td>
</tr>
<tr>
<td></td>
<td>Fitness Industry – 314(12), 352(12)</td>
</tr>
</tbody>
</table>

Remark
Consult this Calendar part for the postgraduate programmes in Sport Science.
4.1.3 Programme content for BA (Sport Science) with English Studies

First year (130-138 credits)

**Compulsory modules**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Studies</td>
<td>178(24)</td>
</tr>
<tr>
<td>Information Skills</td>
<td>172(6)</td>
</tr>
<tr>
<td>Physiology</td>
<td>114(12), 144(12)</td>
</tr>
<tr>
<td>Sport Science</td>
<td>112(8), 142(8), 184(12)</td>
</tr>
</tbody>
</table>

**plus**

*Elective modules*

Choose **two** of the following subjects (2x 24 credits).

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans en Nederlands</td>
<td>178(24)</td>
</tr>
<tr>
<td>Geo Environmental Science</td>
<td>124(16), 154(16) <em>(You take Geography and Environmental Studies at second- and third-year levels)</em></td>
</tr>
<tr>
<td>Psychology</td>
<td>114(12), 144(12)</td>
</tr>
</tbody>
</table>

Second year (128 credits)

**Compulsory modules**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Studies</td>
<td>278(32)</td>
</tr>
<tr>
<td>Movement Education, Sport and Recreation</td>
<td>212(8), 222(8), 242(8), 282(8)</td>
</tr>
<tr>
<td>Sport Science</td>
<td>222(8), 232(8), 252(8), 262(8)</td>
</tr>
</tbody>
</table>

**plus**

*Elective modules*

You continue with **one** of the following subjects (32 credits) that you took in your first year.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans en Nederlands</td>
<td>278(32)</td>
</tr>
<tr>
<td>Geography and Environmental Studies</td>
<td>225(16), 265(16) <em>(follows on Geo Environmental Science at first year level)</em></td>
</tr>
<tr>
<td>Psychology</td>
<td>213(8), 223(8), 243(8), 253(8)</td>
</tr>
</tbody>
</table>

Third year (120 credits)

**Compulsory modules**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Studies</td>
<td>318(24), 348(24)</td>
</tr>
<tr>
<td>Sport Science</td>
<td>312(6), 322(6), 332(6), 342(6), 352(6), 362(6), 382(6), 392(6)</td>
</tr>
</tbody>
</table>

**plus**
**Elective modules**
Choose only one of the following options (24 credits) of the subject Applied Kinesiology

| Applied Kinesiology | Adapted Physical Activity – 324 (12), 344(12)  
|                     | Sport Coaching – 313(12), 353(12)  
|                     | Fitness Industry – 314(12), 352(12) |

**4.1.4 Programme content for BA (Sport Science) with Geography and Environmental Studies**

**First year (138 credits)**

**Compulsory modules**

| Information Skills | 172(6)  
| Geo Environmental Science | 124(16), 154(16) *(You take Geography and Environmental Studies at second- and third-year levels)*  
| Physiology | 114(12), 144(12)  
| Sociology | 114(12), 144(12)  
| Sport Science | 112(8), 142(8), 184(12) |

**plus**

**Elective modules**
Choose one of the following subjects (24 credits).

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

**Second year (128 credits)**

**Compulsory modules**

| Geography and Environmental Studies | 225(16), 265(16) *(follows on Geo Environmental Science at first year level)*  
| Movement Education, Sport and Recreation | 212(8), 222(8), 242(8), 282(8)  
| Sport Science | 222(8), 232(8), 252(8), 262(8) |

**plus**

**Elective modules**
You continue with one of the following subjects (32 credits) that you took in your first year.

| Afrikaans en Nederlands | 278(32)  
| English Studies | 278(32)  
| Sociology | 212(8), 222(8), 242(8), 252(8) |
Third year (128 credits)

Compulsory modules

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography and Environmental Studies</td>
<td>314(12), 323(12), 358(16), 363(16)</td>
</tr>
<tr>
<td>Sport Science</td>
<td>312(6), 322(6), 332(6), 342(6), 352(6), 362(6), 382(6), 392(6)</td>
</tr>
</tbody>
</table>

plus

Elective modules

Choose only one of the following options (24 credits) of the subject Applied Kinesiology.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapted Physical Activity – 324 (12), 344(12)</td>
<td></td>
</tr>
<tr>
<td>Sport Coaching – 313(12), 353(12)</td>
<td></td>
</tr>
<tr>
<td>Fitness Industry – 314(12), 352(12)</td>
<td></td>
</tr>
</tbody>
</table>

4.1.5 Programme content for BA (Sport Science) with Psychology

First year (130-138 credits)

Compulsory modules

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Skills</td>
<td>172(6)</td>
</tr>
<tr>
<td>Physiology</td>
<td>114(12), 144(12)</td>
</tr>
<tr>
<td>Psychology</td>
<td>114(12), 144(12)</td>
</tr>
<tr>
<td>Sociology</td>
<td>114(12), 144(12)</td>
</tr>
<tr>
<td>Sport Science</td>
<td>112(8), 142(8), 184(12)</td>
</tr>
</tbody>
</table>

plus

Elective modules

Choose one of the following subjects (24 credits).

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans en Nederlands</td>
<td>178(24)</td>
</tr>
<tr>
<td>English Studies</td>
<td>178(24)</td>
</tr>
<tr>
<td>Geo Environmental Science</td>
<td>124(16), 154(16) (only in the first year)</td>
</tr>
</tbody>
</table>

Second year (128 credits)

Compulsory modules

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement Education, Sport and Recreation</td>
<td>212(8), 222(8), 242(8), 282(8)</td>
</tr>
<tr>
<td>Psychology</td>
<td>213(8), 223(8), 243(8), 253(8)</td>
</tr>
<tr>
<td>Sport Science</td>
<td>222(8), 232(8), 252(8), 262(8)</td>
</tr>
</tbody>
</table>

plus

Elective modules

You continue with one of the following subjects (32 credits) that you took in your first year.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Studies</td>
<td>278(32)</td>
</tr>
<tr>
<td>Sociology</td>
<td>212(8), 222(8), 242(8), 252(8)</td>
</tr>
</tbody>
</table>
Third year (120 credits)

Compulsory modules

<table>
<thead>
<tr>
<th>Psychology</th>
<th>314(12), 324(12), 348(24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport Science</td>
<td>312(6), 322(6), 332(6), 342(6), 352(6), 362(6), 382(6), 392(6)</td>
</tr>
</tbody>
</table>

plus

Elective modules

Choose only one of the following options (24 credits) of the subject Applied Kinesiology.

<table>
<thead>
<tr>
<th>Applied Kinesiology</th>
<th>Adapted Physical Activity – 324 (12), 344(12)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sport Coaching – 313(12), 353(12)</td>
</tr>
<tr>
<td></td>
<td>Fitness Industry – 314(12), 352(12)</td>
</tr>
</tbody>
</table>

Programme Assessment

Consult the departments concerned for more information on the assessment of your specific modules. Also consult the relevant entries in the chapter “Subjects, Modules and Module Contents” in this Calendar part and in Calendar Part 4 (Arts and Social Sciences).

Enquiries

Programme Co-ordinator: HW Grobbelaar
Tel.: 021 808 4771 E-mail: hgrobbelaar@sun.ac.za
Web site: www.sun.ac.za/education

4.2 BSc (Sport Science)

Specific admission requirements

- National Senior Certificate (NSC) or school-leaving certificate of the Independent Examination Board (IEB) as certified by Umalusi, with a mark of 4 for each of four subjects from the list of designated university admission subjects.
- Afrikaans or English (Home Language or First Additional Language) – Code 4 (50%)
- Physical Sciences – Code 4 (50%)
- Mathematics – Code 5 (60%)
- An average achievement of 56% for the NSC or the IEB school-leaving certificate (excluding Life Orientation)

Selection criteria

- Selection for the programme is done according to clear guidelines, which are based on both academic and non-academic merits.
- If you are selected, you must complete a medical history form.
- If you are declared medically unfit, you will not be allowed to register for the compulsory practical modules (such as Kinesiology 182).
Requirements for obtaining the degree

- You must attend all practical classes.
- The Department of Sport Science requires a minimum of 40% for each component of the practical classes.
- You must pass all practical and theoretical modules with 50%.

Dress rules

- You must obey the prescribed regulations regarding clothing. You can obtain more information on these rules from the Department of Sport Science at the beginning of the academic year.

Continued study possibilities

This programme leads to:

- An honours programme in Biokinetics.
- An honours programme in Physiological Sciences.

For more information on admission to the honours programme you are considering, please consult the relevant honours programme’s details in the chapter “Postgraduate Programmes” of Part 5 (Science) of the Calendar.

Programme content

1st year (140 credits)

Compulsory modules

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>124(16), 154(16)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>124(16), 144(16)</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>171(4)</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>162(8), 182(8)</td>
</tr>
<tr>
<td></td>
<td>Kinesiology 162 is a prerequisite pass requirement for Sport Science 262. Kinesiology 182 is a prerequisite pass requirement for Movement Education, Sport and Recreation 282.</td>
</tr>
<tr>
<td>Mathematics (Bio)</td>
<td>124(16)</td>
</tr>
<tr>
<td>Physics (Bio)</td>
<td>134(16), 154(16)</td>
</tr>
<tr>
<td>Scientific Communication Skills</td>
<td>172(8)</td>
</tr>
</tbody>
</table>
### 2nd year (128 credits)

**Compulsory modules**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemistry</td>
<td>214(16), 244(16)</td>
</tr>
<tr>
<td>Movement Education, Sport and Recreation</td>
<td>212(8), 222(8), 242(8), 282(8)</td>
</tr>
<tr>
<td>Physiology</td>
<td>214(16), 244(16)</td>
</tr>
<tr>
<td>Sport Science</td>
<td>222(8), 232(8), 252(8), 262(8)</td>
</tr>
</tbody>
</table>

### 3rd year (134 credits)

**Compulsory modules**

*credits = 110*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinesiology</td>
<td>312(8), 332(8), 342(8), 352(8), 372(8)</td>
</tr>
<tr>
<td>Physiology</td>
<td>314(16), 334(16), 344(16), 364(16)</td>
</tr>
<tr>
<td>Sport Science</td>
<td>382(6)</td>
</tr>
</tbody>
</table>

**plus**

**Elective modules**

Choose one of the following subjects. You must take both modules of your chosen subject.

*credits = 24*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Kinesiology (Adapted Physical Activity)</td>
<td>324(12), 344(12)</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Applied Kinesiology (Sport Coaching)</td>
<td>313(12), 353(12)</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Applied Kinesiology (Fitness Industry)</td>
<td>314(12), 352(12)</td>
</tr>
</tbody>
</table>
# Postgraduate Programmes

## 1. Summary of postgraduate programmes

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

<table>
<thead>
<tr>
<th>Postgraduate qualification</th>
<th>Programme</th>
<th>Distinctions within a programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate certificate</td>
<td>Postgraduate Certificate in Education (PGCE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A new PGCE is being implemented as of 2018 and the old programme is being phased out.</td>
<td>Offered as of 2018: New PGCE programme</td>
</tr>
<tr>
<td></td>
<td>For students who enrolled up until 2017: Old PGCE programme</td>
<td></td>
</tr>
<tr>
<td>Postgraduate diplomas</td>
<td>Postgraduate Diploma in Higher Education Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Diploma in Education (ADE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The ADE is being offered as of 2017, replacing the ACE, which has been phased out.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Intermediate Phase (IP) Mathematics Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Senior Phase (SP) Mathematics Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Senior Phase (SP) Natural Sciences Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Further Education and Training (FET) Life Sciences Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Further Education and Training (FET) Mathematics Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Further Education and Training (FET) Physical Science Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mathematical Literacy Teaching</td>
<td></td>
</tr>
<tr>
<td>Honours degrees</td>
<td>BEdHons</td>
<td>Offered as of 2017:</td>
</tr>
<tr>
<td></td>
<td>• Education Development and Democracy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Educational Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Foundation Phase Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Language Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>Postgraduate qualification</td>
<td>Programme</td>
<td>Distinctions within a programme</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>For students who enrolled up until 2016:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education Policy Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biokinetics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sports Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Performance Sport</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kinder Kinetics</td>
<td></td>
</tr>
<tr>
<td><strong>BScHons</strong>&lt;br&gt;Presented by the Department of Sport Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master’s degrees</td>
<td>MEd</td>
<td>MEd (Research)</td>
</tr>
<tr>
<td></td>
<td>MEd (Structured)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education Policy Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psych</td>
<td></td>
</tr>
<tr>
<td><strong>MPhil</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MPhil (Higher Education)</td>
<td></td>
</tr>
<tr>
<td><strong>MSc</strong>&lt;br&gt;Presented by the Department of Sport Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Doctoral degrees</strong></td>
<td>DEd</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD (Comparative Education)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD (Curriculum Studies)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD (Educational Psychology)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD (Educational Support)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD (Education and Training and Lifelong Learning)</td>
<td></td>
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<td>PhD (Education Management)</td>
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<td>PhD (Education Policy Studies)</td>
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<td>PhD (Environmental Education)</td>
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<td>PhD (Higher Education)</td>
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<td>PhD (History of Education)</td>
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<td>PhD (Language Education)</td>
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<td>PhD (Philosophy of Education)</td>
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<td>PhD (Sport Psychology)</td>
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<td>PhD (Sport Science)</td>
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</tbody>
</table>
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 new PGCE programme, which have been approved and accredited by the Department of Higher Education and Training. The new programme will be offered from 2018.

2.1.1 Admission requirements, practical school visits and other information for both the old and new programmes

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.
- For the old programme only (offered until 2017): If you are short of one first-semester module for your degree, you may also gain admission to the PGCE programme. The following is, however, important in such a case:
  - It does not matter what the module’s credit value is.
  - You may be short of only one module at most.
  - The module you owe may be a first-semester module only.
  - To obtain the PGCE qualification, you must obtain the relevant degree.

Specific admission requirements for Teaching modules (old programme: Curriculum Studies 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 (or Curriculum Studies 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 new PGCE programme offered as of 2018” for the provisions and prerequisite pass requirements for each Teaching module and “Programme content for PGCE students who enrolled up until 2017 (old PGCE programme)” for the provisions and prerequisite pass requirements for the Curriculum Studies and language medium modules.
Further provisions concerning admission

Old and new programme

a) As a PGCE student, you may not register concurrently for another programme at this or any other university. The only exception is if you have one degree module outstanding, which you must take concurrently with the PGCE programme (the old programme only).

b) If you wish to take an extra subject in another faculty, you must apply in writing for permission to do so. Each application will be dealt with on its merits.

c) As a PGCE student, you may not hold more than two student assistantships simultaneously.

d) 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.

New programme only

a) 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 Faculty Secretary before you may register.

b) 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 for Learning (ICT).
   - 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 third school term. The University vacation falls in the school term at present. Nevertheless, PGCE students must spend the entire practical period (nine weeks) 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 March/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 (or Teaching and 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.

**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.
- You can collect application forms from the Faculty Secretary as of July of the year before admission:
  - Ms EE Louwrens
  - E-mail: eel@sun.ac.za
  - Room A3022, Admin A Building, Stellenbosch University

**Duration of programme**

The PGCE programme is presented over one academic year.

**Exemption from class attendance**

If you have outstanding modules to repeat, you may apply to be considered for exemption from class attendance and/or other obligations. You must apply:

- On or before **31 January** of the year in which such modules are to be repeated
- To the Dean, Faculty of Education

See the provisions under “Repeating a module” of “University Examinations” in Part 1 (General) of the University Calendar.
Provisions relating to promotion

- You must achieve a final mark of 50% for each module.
- In the old PGCE programme you must pass English Medium and Afrikaansmedium with 60% to be able to use the relevant language as a medium of instruction. To pass a language medium on the lower-grade level you need 50%.

Enquiries

Programme Manager: Dr N Edwards
Department of Curriculum Studies
Tel.: 021 808 2291 E-mail: nedwards@sun.ac.za

Please note: From 1 July to 31 December enquiries must please be directed to: Dr CG America
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 new PGCE programme offered as of 2018

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.

Please take note that module codes were not available at the time of printing.

Anchor/major module

<table>
<thead>
<tr>
<th>Teacher Education</th>
<th>7xx(124)</th>
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Submodules

<table>
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<th>Practical Learning</th>
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<tr>
<td>Academic Language Development and Awareness</td>
<td>7xx(8)</td>
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<tr>
<td>Curriculum Studies</td>
<td>7xx(8)</td>
</tr>
<tr>
<td>Educational Leadership and Management</td>
<td>7xx(6)</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>7xx(8)</td>
</tr>
<tr>
<td>History and Sociology of Education</td>
<td>7xx(8)</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>7xx(8)</td>
</tr>
<tr>
<td>Sustainable Living</td>
<td>7xx(6)</td>
</tr>
</tbody>
</table>

If you have two subject specialisations:
Also choose both of the following modules:

| Teaching module (subject specialisation 1) | 7xx(20) and |
| Teaching module (subject specialisation 2) | 7xx(20) |
If you have only one subject specialisation:
Choose the following two modules:

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching module (subject specialisation)</td>
<td>7xx(20)</td>
</tr>
<tr>
<td>Advanced Study module</td>
<td>7xx(20)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Information Communication Technologies for Learning (ICT)</td>
<td>7xx(10)</td>
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</table>

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, nonetheless, take only one Teaching module, if you meet the admission requirements for only one Teaching module. However, if this is the case, you will have to complete the 20-credit Advanced Study module in your specific subject speciality as well.

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.

Limitations regarding Teaching modules and module combinations

- The Teaching modules are not necessarily all offered every year. As a rule, a minimum number of FIVE 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 7xx

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

b) Afrikaans Onderrig 7xx

Prerequisite pass: Afrikaans or Afrikaans en Nederlands (at least 32 credits) at second-year level or the equivalent.
c) **Agricultural Science Teaching 7xx**  
*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 7xx**  
*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 necessary in this case.

e) **Computer Applications Technology Teaching 7xx**  
*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 7xx**  
*Prerequisite pass:* A bachelor’s degree in Drama (at least 48 credits) or the equivalent.

g) **Economics Teaching 7xx**  
*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 Teaching 7xx**  
*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.

i) **Geography Teaching 7xx**  
*Prerequisite pass:* Second-year Geography (at least 64 (2 x 32) credits) or the equivalent.
j) **German Teaching 7xx**
*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.

k) **History Teaching 7xx**
*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).

l) **Information Technology Teaching 7xx**
*Prerequisite pass:* Computer Science at second-year level (at least 32 credits).

m) **IsiXhosa Teaching 7xx**
*Prerequisite pass:*
IsiXhosa at second-year level (at least 32 credits).

n) **Life Sciences Teaching 7xx**
*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.
o) Life Orientation Teaching 7xx

Prerequisite pass:

- Psychology at third-year level.
- 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.

p) Mathematical Literacy Teaching 7xx

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.

q) Mathematics Teaching 7xx

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.

r) Music Teaching 7xx

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

s) Physical Education Teaching 7xx

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

t) Physical Sciences Teaching 7xx

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).
u) **Religion Studies Teaching 7xx**

**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.

v) **Visual Arts Teaching 7xx**

**Prerequisite pass:**

A three-year degree in Arts.

### 2.1.3 Programme content for PGCE students who enrolled up until 2017 (old PGCE programme)

The old PGCE programme comprises the modules listed below. After the lists of modules, you will find more information on the language medium and Curriculum Studies modules. Here you will find more on the placement tests for Afrikaans and English Medium, as well as the prerequisite pass requirements for each Curriculum Studies module.

#### Anchor/major module

| Teacher Education | 777(120) |

#### Submodules

<table>
<thead>
<tr>
<th>Computer Use (Ed)</th>
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<tbody>
<tr>
<td>Curriculum Studies</td>
<td>774(12), 774(12) (Specialisation 1) 774(12) (Specialisation 2)</td>
</tr>
<tr>
<td>Diversity and Inclusivity</td>
<td>774(12)</td>
</tr>
<tr>
<td>Education Governance, Leadership and Management</td>
<td>774(12)</td>
</tr>
<tr>
<td>Introduction to Educational Research</td>
<td>772(8)</td>
</tr>
<tr>
<td>Learning and Learning Support</td>
<td>774(12)</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>774(12)</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>775(26)</td>
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</tbody>
</table>

And choose both

<table>
<thead>
<tr>
<th>Afrikaans medium</th>
<th>772(6) and</th>
</tr>
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<tbody>
<tr>
<td>English Medium</td>
<td>772(6)</td>
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</table>

Or only

| Multilingual Teaching | 774(12) (after meeting the requirements of the Afrikaans medium and English Medium placement tests) |

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2.1.3.1 Language medium and Curriculum Studies modules: Provisions and prerequisite pass requirements

Afrikaansmedium 772(6) and English Medium 772(6) or Multilingual Teaching 774(12)

Placement tests and choices at registration
All PGCE students register either for both Afrikaansmedium 772 and English Medium 772 or for only Multilingual Teaching 772.

To be able to register for Multilingual Teaching 774(12) you must:
  • write the Afrikaansmedium 772 and English Medium 772 placement tests.
  • obtain 65% or more in both placement tests

Multilingual Teaching 774(12) then replaces English Medium 772(6) and Afrikaansmedium 772(6).

Provisions regarding English Medium 772 and Afrikaansmedium 772
a) You must obtain at least 60% in one language medium and at least 50% in the other.
b) A pass mark of 60% means that you can use that language as a medium of instruction.
c) You can request the Registrar to indicate your medium of instruction as unilingual on your teaching certificate. The following applies in such a case:
   • You must have obtained more than 60% in one of the language mediums, while failing the other.
   • This request in writing has to reach the Registrar before 22 November.
d) Students do a number of assessment assignments (oral and written) during the year.
e) If you are doing Curriculum Studies (Afrikaans) 774 and/or Curriculum Studies (English) 774, the following applies:
   • You may write a test in the relevant language medium(s) in March of the applicable year.
   • If you pass the test with 60% or more, you will be exempted from further obligations regarding English Medium 772 and/or Afrikaansmedium 772.
   • Your test mark is deemed the final mark for that language medium module.
f) If you are not doing Curriculum Studies (Afrikaans) 774 or Curriculum Studies (English) 774, or if you are indeed doing these two modules but did not obtain 60% in the test, the following applies:
   • You must continue in the second term with class attendance and flexible assessment in English Medium 772 and/or Afrikaansmedium 772.
   • If you obtain 60% at the end of the first semester, you are exempted from any further obligations with regard to the relevant module.
g) If you do not pass or want to continue so that you can obtain 60%, you must continue class attendance and flexible assessment in the second semester.
IsiXhosa as medium of instruction
You may apply in writing for recognition of your competence to teach through isiXhosa as medium of instruction.

You can send your application to the Faculty Secretary:

Ms EE Louwrens
E-mail address: eel@sun.ac.za
Room A3022, Admin A Building, Stellenbosch University

Curriculum Studies
You must do the Curriculum Studies of two secondary school subjects.

A third Curriculum Studies module as extra subject
You may take a third Curriculum Studies 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.

Limitations regarding Curriculum Studies modules and combinations:

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

Curriculum Studies options and prerequisite pass requirements
The various Curriculum Studies options and their respective prerequisite pass requirements are listed below:

a) **Curriculum Studies (Accounting) 774**  
*Prerequisite pass:* Accounting at second-year level (at least 32 credits) or the equivalent.

b) **Curriculum Studies (Afrikaans) 774**  
*Prerequisite pass:* Afrikaans or Afrikaans en Nederlands at second-year level (at least 32 credits) or the equivalent.

c) **Curriculum Studies (Art) 774**  
*Prerequisite pass:* Art at third-year level (at least 48 credits) or the equivalent.

d) **Curriculum Studies (Business Studies) 774**  
*Prerequisite pass:*

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

- Financial Management 214(16), 254(16) or
- Marketing Management 214(16), 244(16) or
- Entrepreneurship and Innovation Management 214(16), 244(16) or
- A 32-credit combination of any of the abovementioned combinations, e.g. Financial Management 214(16) and Marketing Management 214(16).
As a rule, because opportunities and subject offerings at schools are limited, you are not allowed to take only Curriculum Studies (Economics) 774 and Curriculum Studies (Business Studies) 774 as your two specialisation subjects. A third specialisation subject is necessary in this case.

e) Curriculum Studies (Economics) 774
Prerequisite pass:
- Economics at second-year level (at least 32 credits), that is Economics 214(16) and 244(16) or the equivalent.
- Economics 288(32) does not meet the requirements for admission.

f) Curriculum Studies (English) 774
Prerequisite pass:
- English Studies at second-year level (at least 32 credits) or
- Applied English Language Studies (AELS) at second-year level (at least 32 credits) or
- the equivalent.

g) Curriculum Studies (Geography) 774
Prerequisite pass: Geography and Environmental Studies at second-year level (at least 32 credits) or the equivalent.

h) Curriculum Studies (German) 774
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 first/home language.

i) Curriculum Studies (History) 774
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).

j) Curriculum Studies (Information Technology) 774
Prerequisite pass: Computer Science at second-year level (at least 32 credits).

k) Curriculum Studies [Life Orientation (Physical Education)] 774
Prerequisite pass: Sport Science at third-year level (at least 48 credits) or the equivalent.

As a rule, you are generally not allowed to take only Curriculum Studies (Life Orientation) with subspecialisations Physical Education and Psychology, because they count as a single school subject and your career opportunities will therefore be limited. A second specialisation subject is strongly recommended.
l) Curriculum Studies [Life Orientation (Psychology)] 774

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

You are generally not allowed to take only Curriculum Studies (Life Orientation) with subspecialisations Physical Education and Psychology, because they count as a single school subject and your career opportunities will therefore be limited. A second specialisation subject is strongly recommended.

m) Curriculum Studies (Life Sciences) 774

Prerequisite pass:

At least two of the following (or equivalent) modules:

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

In addition 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 224 and 244 (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.

n) Curriculum Studies (Mathematical Literacy) 774

Prerequisite pass:

- Mathematics 114(16) and Mathematics 144(16) or the equivalent
  or
- Mathematics (Bio) 124(16) and Physics (Bio) 134(16), 154(16) or the equivalent
  or
- Statistics 186(18) or Statistical Methods 176(18) and Theory of Interest 152(6) or the equivalent.

o) Curriculum Studies (Mathematics) 774

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

p) Curriculum Studies (Music) 774

Prerequisite pass: Music at third-year level (at least 48 credits) or the equivalent.
q) Curriculum Studies (Natural Science) 774

Prerequisite pass:
You must have passed the modules (or equivalents) in THREE of the following four groups of modules:

- Group A: Biology 124 (Cell Biology) and Biology 144 (Biodiversity and Ecology) (at least 32 credits)
  and/or
- Group B: Biology 124 (Cell Biology) and Biology 154 (Functional Biology) (at least 32 credits)
  and/or
- Group C: Chemistry 114 and Chemistry 154 (at least 32 credits)
  and/or
- Group D: Physics (Bio) 134 and 154 or Physics 114 and Physics 144 (at least 32 credits).

r) Curriculum Studies (Physical Sciences) 774

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).

s) Curriculum Studies (Religion Studies) 774

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.
t) Curriculum Studies (Speech and Drama) 774

Prerequisite pass
At least a bachelor’s degree in Drama.

u) Curriculum Studies (Xhosa) 774

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

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 K Cattell
Centre for Teaching and Learning / Department of Curriculum Studies
Tel.: 021 808 3074 E-mail: kcatell@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

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Higher Education in Teaching and Learning</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Teaching and Learning</td>
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<tr>
<td>Assessment</td>
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</tr>
<tr>
<td>Research for Enhancing Teaching and Learning</td>
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Elective modules
Choose one of the following:

<table>
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<tbody>
<tr>
<td>Academic Leadership and Management</td>
<td>791(30)</td>
</tr>
<tr>
<td>Citizenship, Social Inclusion and Difference</td>
<td>791(30)</td>
</tr>
<tr>
<td>ICTs for Teaching and Learning</td>
<td>791(30)</td>
</tr>
<tr>
<td>Postgraduate Supervision</td>
<td>791(30)</td>
</tr>
<tr>
<td>Service-learning in Community Engagement</td>
<td>791(30)</td>
</tr>
<tr>
<td>Work and Learning</td>
<td>791(30)</td>
</tr>
</tbody>
</table>

2.3 Advanced Diploma in Education (ADE)
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 in the specific fields, such as teaching and learning specialists and senior teaching and learning specialists.

2.3.1 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 course 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

Enquiries
Programme Manager: Ramesh Jeram
Centre for Pedagogy
Tel: 021 808 2936 E-mail: ramesh@sun.ac.za
Web site for more information: www.sun.ac.za/education or www.suncep.sun.ac.za

Programme content for the different ADE streams

2.3.2 ADE in Intermediate Phase (IP) Mathematics Teaching

Anchor module

<table>
<thead>
<tr>
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First year (51 credits)

Compulsory modules

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<tr>
<td>Educational Perspectives</td>
<td>771(6)</td>
</tr>
<tr>
<td>Numbers, Operations, Relations</td>
<td>771(22)</td>
</tr>
<tr>
<td>Patterns, Functions, Algebra</td>
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### Second year (69 credits)

*Compulsory modules*

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<tr>
<td>Curriculum Management</td>
<td>771(6)</td>
</tr>
<tr>
<td>Space and Shape</td>
<td>771(20)</td>
</tr>
<tr>
<td>Measurement</td>
<td>771(20)</td>
</tr>
<tr>
<td>Data Handling</td>
<td>771(14)</td>
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### 2.3.3 ADE in Senior Phase (SP) Mathematics Teaching

*Anchor module*

<table>
<thead>
<tr>
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<td>SP Mathematics Teaching</td>
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### First year (59 credits)

*Compulsory modules*

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<tr>
<td>Numbers, Operations, Relations</td>
<td>772(22)</td>
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<td>Patterns, Functions, Algebra</td>
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### Second year (61 credits)

*Compulsory modules*

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<td>Space and Shape</td>
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### 2.3.4 ADE in Senior Phase (SP) Natural Sciences Teaching

**Anchor module**

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#### First year (60 credits)

**Compulsory modules**

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<tr>
<td>Educational Perspectives</td>
<td>771(6)</td>
</tr>
<tr>
<td>Chemistry – Matter and Material</td>
<td>771(15)</td>
</tr>
<tr>
<td>Physics – Energy and Change</td>
<td>771(15)</td>
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<tr>
<td>Pedagogical Content Knowledge of Natural Sciences 1</td>
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#### Second year (60 credits)

**Compulsory modules**

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<tr>
<td>Curriculum Management</td>
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</tr>
<tr>
<td>Life Sciences – Life and Living</td>
<td>771(15)</td>
</tr>
<tr>
<td>Earth and Beyond</td>
<td>771(15)</td>
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<tr>
<td>Pedagogical Content Knowledge of Natural Sciences 2</td>
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### 2.3.5 ADE in Further Education and Training (FET) Life Sciences Teaching

**Anchor module**

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#### First year (60 credits)

**Compulsory modules**

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<tr>
<td>Botany</td>
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## Second year (60 credits)

### Compulsory modules

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### 2.3.6 ADE in Further Education and Training (FET) Mathematics Teaching

#### Anchor module

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## First year (60 credits)

### Compulsory modules

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<td>Educational Perspectives</td>
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<tr>
<td>Financial Mathematics</td>
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<tr>
<td>Patterns, Functions, Algebra</td>
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<tr>
<td>Trigonometry</td>
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### Second year (60 credits)

### Compulsory modules

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<td>Geometry</td>
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<td>Calculus</td>
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### 2.3.7 ADE in Further Education and Training (FET) Physical Science Teaching

**Anchor module**

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**First year (60 credits)**

*Compulsory modules*

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<tr>
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<tr>
<td>Physics</td>
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<td>Pedagogical Content Knowledge of Physics</td>
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**Second year (60 credits)**

*Compulsory modules*

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<tr>
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### 2.3.8 ADE in Mathematical Literacy Teaching

**Anchor module**

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<tbody>
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**First year (59 credits)**

*Compulsory modules*

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<td>Educational Perspectives</td>
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</tr>
<tr>
<td>Basic Skills 1</td>
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**Second year (61 credits)**

*Compulsory modules*

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<tr>
<th>Module</th>
<th>Credit</th>
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<tr>
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<tr>
<td>Mathematical Literacy: Measurement</td>
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</table>
### 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:**

- The Faculty is phasing in new BEdHons programmes as of 2017, while the old programme is being phased out. The information for the old and new programmes still appears in this Calendar part.
- 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 get application forms at:

- Mr Ryno Gurgen (rgurgen@sun.ac.za)
- Ms Melissa van der Vyver (melissavdv@sun.ac.za)

or

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?”).

Please note: If you are applying for the BEdHons (Educational Psychology) programme, please contact Ms EE Louwrens at eel@sun.ac.za.

Closing dates
You can apply from 1 March of the year before admission. Applications close on the following dates:

- 30 June for the Educational Psychology programme, since the selection procedure includes an interview
- 30 September for the Education Development and Democracy programme as well as the Educational Support programme
- 30 October for the Foundation Phase and Language Education programmes
- 31 August for international students

Provisions relating to promotion

- For all the specialisations, except Educational Psychology, you must obtain a pass mark of at least 50% in eight modules with a total credit value of 120. If you are doing Educational Psychology, you must pass eight modules with a total credit value of 168.
- 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

<table>
<thead>
<tr>
<th>Specialisation</th>
<th>Contact person</th>
<th>Telephone number</th>
<th>E-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New BEdHons programmes</strong></td>
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<td></td>
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<tr>
<td>General enquiries</td>
<td>Ms M van der Vyver</td>
<td>021 808 2122</td>
<td><a href="mailto:melissavdv@sun.ac.za">melissavdv@sun.ac.za</a></td>
</tr>
<tr>
<td>Education Development</td>
<td>Prof B van Wyk</td>
<td>021 808 2419/2296</td>
<td><a href="mailto:bwyk@sun.ac.za">bwyk@sun.ac.za</a></td>
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<tr>
<td>and Democracy</td>
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<tr>
<td>Educational Psychology</td>
<td>Ms S Botha</td>
<td>021 808 2308</td>
<td><a href="mailto:sonjab@sun.ac.za">sonjab@sun.ac.za</a></td>
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<tr>
<td>Educational Support</td>
<td>Dr LM Dreyer</td>
<td>021 808 3502</td>
<td><a href="mailto:lornadreyer@sun.ac.za">lornadreyer@sun.ac.za</a></td>
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<tr>
<td>Foundation Phase</td>
<td>Dr H Wessels</td>
<td>021 808 2286</td>
<td><a href="mailto:hwessels@sun.ac.za">hwessels@sun.ac.za</a></td>
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<tr>
<td>Language Education</td>
<td>Prof C van der Walt</td>
<td>021 808 2284</td>
<td><a href="mailto:cvdwalt@sun.ac.za">cvdwalt@sun.ac.za</a></td>
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<td><strong>Old BEdHons programme</strong></td>
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<td>General enquiries</td>
<td>Prof B van Wyk</td>
<td>021 808 2419/2296</td>
<td><a href="mailto:bwyk@sun.ac.za">bwyk@sun.ac.za</a></td>
</tr>
<tr>
<td></td>
<td>Ms M van der Vyver</td>
<td>021 808 2122</td>
<td><a href="mailto:melissavdv@sun.ac.za">melissavdv@sun.ac.za</a></td>
</tr>
<tr>
<td>Curriculum Studies</td>
<td>Prof M Fourie-Malherbe</td>
<td>021 808 3908</td>
<td><a href="mailto:mfourie@sun.ac.za">mfourie@sun.ac.za</a></td>
</tr>
<tr>
<td>Educational Management</td>
<td>Dr N Davids</td>
<td>021 808 2877</td>
<td><a href="mailto:nur@sun.ac.za">nur@sun.ac.za</a></td>
</tr>
<tr>
<td>Education Policy Studies</td>
<td>Prof B van Wyk</td>
<td>021 808 2419/2296</td>
<td><a href="mailto:bwyk@sun.ac.za">bwyk@sun.ac.za</a></td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>Prof R Carolissen</td>
<td>021 808 2738</td>
<td><a href="mailto:rlc2@sun.ac.za">rlc2@sun.ac.za</a></td>
</tr>
<tr>
<td>Educational Support</td>
<td>Dr LM Dreyer</td>
<td>021 808 3502</td>
<td><a href="mailto:lornadreyer@sun.ac.za">lornadreyer@sun.ac.za</a></td>
</tr>
<tr>
<td>Language Education</td>
<td>Dr M van der Merwe</td>
<td>021 808 2396</td>
<td><a href="mailto:michelevdm@sun.ac.za">michelevdm@sun.ac.za</a></td>
</tr>
</tbody>
</table>

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

### 3.1.2 New BEdHons programmes offered as of 2017

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

- Education Development and Democracy
- Educational Support
- Foundation Phase Education
- Language Education
Please note:

- The Educational Psychology specialisation will still be offered as a full-time programme on campus in 2017 and will be the only old programme for which you can still enrol in 2017.

- A new BEdHons programme in Curriculum Enquiry is being developed but will only be offered from 2018. No new students will be accepted for the old BEdHons in Curriculum studies in 2017.

Duration of programme

You can enrol to complete this programme full time or part time. The full-time course takes one year and the part-time course two years. If you choose to do the course 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 part time for the course, 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: January or April school holidays (depending on the school calendar)

Contact session 2: June-July school holidays

Exams

Except if you are doing the BEdHons (Educational Psychology), you do not have to write exams on the Stellenbosch campus. The University’s external exams office arranges for exams to be written in specified places in South Africa or abroad.
Programme structure

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

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

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

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

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

3.1.2.1 BEdHons (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 for the programme full time:

Anchor module

| Educational Development and Democracy | 778(120) |

Compulsory year modules

| Research Project (Educational Development and Democracy) | 771 (30) |

Compulsory first-semester modules

<table>
<thead>
<tr>
<th>Educational Research</th>
<th>711(10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Research Methods</td>
<td>712(5)</td>
</tr>
<tr>
<td>Knowing, Acting and Being: Framing the Study of Education</td>
<td>711(15)</td>
</tr>
<tr>
<td>Education in Democracy</td>
<td>711(15)</td>
</tr>
<tr>
<td>Development, Organisations and Education Policy</td>
<td>713 (15)</td>
</tr>
</tbody>
</table>

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 (part time):**

**Anchor module**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Development and Democracy</td>
<td>778(120)</td>
</tr>
</tbody>
</table>

**First year of study**

**Compulsory first-semester modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Research</td>
<td>711(10)</td>
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<tr>
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</tr>
<tr>
<td>Knowing, Acting and Being: Framing the Study of Education</td>
<td>711(15)</td>
</tr>
</tbody>
</table>

**Compulsory second-semester module**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership and Management</td>
<td>744(15)</td>
</tr>
</tbody>
</table>

**Second year of study**

**Compulsory year module**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project (Educational Development and Democracy)</td>
<td>771(30)</td>
</tr>
</tbody>
</table>

**Compulsory first-semester module**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education in Democracy</td>
<td>711(15)</td>
</tr>
<tr>
<td>Development, Organisations and Education Policy</td>
<td>713(15)</td>
</tr>
</tbody>
</table>

**Compulsory second-semester modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and Society</td>
<td>744(15)</td>
</tr>
</tbody>
</table>

**Elective modules**
There are *no* electives for this programme.

**3.1.2.2 BEdHons (Educational Support)**

**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 for the programme full time:

**Anchor module**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Support</td>
<td>787(120)</td>
</tr>
</tbody>
</table>

**Compulsory year modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project (Educational Support)</td>
<td>772(30)</td>
</tr>
</tbody>
</table>

**Compulsory first-semester modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Research</td>
<td>711(10)</td>
</tr>
<tr>
<td>Interpretive Research</td>
<td>712(5)</td>
</tr>
<tr>
<td>Knowing, Acting and Being: Framing the Study of Education</td>
<td>711(15)</td>
</tr>
<tr>
<td>Adult Learning and Support</td>
<td>711(15)</td>
</tr>
<tr>
<td>Learning and Cognition</td>
<td>711(15)</td>
</tr>
</tbody>
</table>

**Compulsory second-semester modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Challenges</td>
<td>744(15)</td>
</tr>
<tr>
<td>Learning Support</td>
<td>744(15)</td>
</tr>
</tbody>
</table>

**Elective modules**

There are no electives for this programme.

If you enrol to complete this programme in two years (part time):

**Anchor module**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Support</td>
<td>787(120)</td>
</tr>
</tbody>
</table>

**First year of study**

**Compulsory first-semester modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Research</td>
<td>711(10)</td>
</tr>
<tr>
<td>Interpretive Research</td>
<td>711(5)</td>
</tr>
<tr>
<td>Knowing, Acting and Being: Framing the Study of Education</td>
<td>711(15)</td>
</tr>
</tbody>
</table>

**Compulsory second-semester module**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Challenges</td>
<td>744(15)</td>
</tr>
</tbody>
</table>

**Second year of study**

**Compulsory year module**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project (Educational Support)</td>
<td>772(30)</td>
</tr>
</tbody>
</table>

**Compulsory first-semester modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
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<td>Adult Learning and Support</td>
<td>711(15)</td>
</tr>
<tr>
<td>Learning and Cognition</td>
<td>711(15)</td>
</tr>
</tbody>
</table>

74
Compulsory second-semester module

<table>
<thead>
<tr>
<th>Module</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Support</td>
<td>744(15)</td>
</tr>
</tbody>
</table>

Elective modules

There are no electives for this programme.

3.1.2.3 BEdHons (Foundation Phase Education)

Please note: This programme will only be offered as from 2018.

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:

- An average of 60% for Foundation Phase Literacy Education and Leadership as well as Foundation Phase Mathematics Education in your final year of study above.
- Teaching experience is a recommendation, but not compulsory.

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 for the programme full time:

Anchor module

<table>
<thead>
<tr>
<th>Module</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Phase</td>
<td>778 (120)</td>
</tr>
</tbody>
</table>

Compulsory year modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project (Foundation Phase)</td>
<td>773 (30)</td>
</tr>
</tbody>
</table>

Compulsory first semester modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Research</td>
<td>711(10)</td>
</tr>
<tr>
<td>Research Methodology (Foundation Phase)</td>
<td>711 (5)</td>
</tr>
<tr>
<td>Knowing, Acting and Being: Framing the Study of Education</td>
<td>711(15)</td>
</tr>
<tr>
<td>Literacy Education and Leadership (Foundation Phase) Module 1</td>
<td>741 (15)</td>
</tr>
<tr>
<td>Mathematics Education (Foundation Phase) Module 1</td>
<td>741 (15)</td>
</tr>
</tbody>
</table>
**Compulsory second semester modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Education and Leadership (Foundation Phase) Module 2</td>
<td>744 (15)</td>
</tr>
<tr>
<td>Mathematics Education (Foundation Phase) Module 2</td>
<td>744 (15)</td>
</tr>
</tbody>
</table>

**Elective modules**

There are *no* electives for this programme.

**If you enrol to complete this programme in two years (part time):**

**Anchor module**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Phase</td>
<td>778 (120)</td>
</tr>
</tbody>
</table>

**First year of study**

**Compulsory first semester modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Research</td>
<td>711(10)</td>
</tr>
<tr>
<td>Research Methodology (Foundation Phase)</td>
<td>711 (5)</td>
</tr>
<tr>
<td>Knowing, Acting and Being: Framing the Study of Education</td>
<td>711(15)</td>
</tr>
</tbody>
</table>

Choose Literacy Education *or* Mathematics Education as focus for the first year.

**First-semester modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Education and Leadership (Foundation Phase) Module 1 <em>or</em></td>
<td>741 (15)</td>
</tr>
<tr>
<td>Mathematics Education (Foundation Phase) Module 1</td>
<td>741 (15)</td>
</tr>
</tbody>
</table>

**Second-semester modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Education and Leadership (Foundation Phase) Module 2 <em>or</em></td>
<td>744 (15)</td>
</tr>
<tr>
<td>Mathematics Education (Foundation Phase) Module 2</td>
<td>744 (15)</td>
</tr>
</tbody>
</table>

**Second year of study**

**Compulsory year modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project (Foundation Phase)</td>
<td>773 (30)</td>
</tr>
</tbody>
</table>

Complete the education focus not taken in the first year: Literacy Education *or* Mathematics Education.

**First-semester modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Education and Leadership (Foundation Phase) Module 1 <em>or</em></td>
<td>741 (15)</td>
</tr>
<tr>
<td>Mathematics Education (Foundation Phase) Module 1</td>
<td>741 (15)</td>
</tr>
</tbody>
</table>

**Second-semester modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Education and Leadership (Foundation Phase) Module 2 <em>or</em></td>
<td>744 (15)</td>
</tr>
<tr>
<td>Mathematics Education (Foundation Phase) Module 2</td>
<td>744 (15)</td>
</tr>
</tbody>
</table>

**Elective modules**

There are *no* electives for this programme.
3.1.2.4 BEdHons (Language Education)

Specific admission requirements
- A high level of achievement (60+%) in the language modules of your undergraduate studies.

Programme content
The BEdHons (Language Education) focuses on multilingual education, creative writing and lexicography.

Please note: The elective modules are not necessarily all offered every year. As a rule, a minimum number of students is required.

If you enrol for the programme full time:

Anchor module

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Education</td>
<td>778(120)</td>
</tr>
</tbody>
</table>

Compulsory year modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project (Language Education)</td>
<td>771(30)</td>
</tr>
</tbody>
</table>

Compulsory first semester modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Research</td>
<td>711(10)</td>
</tr>
<tr>
<td>Language Teaching Research</td>
<td>711(5)</td>
</tr>
<tr>
<td>Knowing, Acting and Being: Framing the Study of Education</td>
<td>711(15)</td>
</tr>
<tr>
<td>Language Policy and Multilingual Education</td>
<td>711(15)</td>
</tr>
</tbody>
</table>

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

First semester electives

Group A

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans Curriculum Studies</td>
<td>711(15)</td>
</tr>
<tr>
<td>English Curriculum Studies</td>
<td>711(15)</td>
</tr>
<tr>
<td>IsiXhosa Curriculum Studies</td>
<td>711(15)</td>
</tr>
</tbody>
</table>

Second semester electives

Group B

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy and Education Leadership (Foundation Phase)</td>
<td>744(15)</td>
</tr>
<tr>
<td>Teaching Creative Writing</td>
<td>744(15)</td>
</tr>
</tbody>
</table>

Group C

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogical Lexicography</td>
<td>744(15)</td>
</tr>
<tr>
<td>Specialisation in Language and Literacy</td>
<td>744(15)</td>
</tr>
</tbody>
</table>
If you enrol to complete this programme in two years (part time):

Anchor module

Language Education 778(120)

First year of study

Compulsory first semester modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Research</td>
<td>711(10)</td>
</tr>
<tr>
<td>Language Teaching Research</td>
<td>711 (5)</td>
</tr>
<tr>
<td>Knowing, Acting and Being: Framing the Study of Education</td>
<td>711(15)</td>
</tr>
</tbody>
</table>

Elective modules

Choose one elective module from the following:

First semester electives

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans Curriculum Studies</td>
<td>711(15)</td>
</tr>
<tr>
<td>English Curriculum Studies</td>
<td>711(15)</td>
</tr>
<tr>
<td>IsiXhosa Curriculum Studies</td>
<td>711(15)</td>
</tr>
</tbody>
</table>

Second year of study

Compulsory year module

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project (Language Education)</td>
<td>771(30)</td>
</tr>
</tbody>
</table>

Compulsory first semester modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Policy and Multilingual Education</td>
<td>711(10)</td>
</tr>
</tbody>
</table>

Elective modules

Choose one elective module from each group

Electives presented in the second semester

Group A

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy and Education Leadership (Foundation Phase)</td>
<td>744(15)</td>
</tr>
<tr>
<td>Teaching Creative Writing</td>
<td>744(15)</td>
</tr>
</tbody>
</table>

Group B

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogical Lexicography</td>
<td>744(15)</td>
</tr>
<tr>
<td>Specialisation in Language and Literacy</td>
<td>744(15)</td>
</tr>
</tbody>
</table>

3.1.3 BEdHons programme still offered in 2017 according to the 2016 criteria

3.1.3.1 BEdHons (Educational Psychology)

In 2017 an adapted version of the 2016 programme will be offered. The 2017 programme will therefore entail a combination of full-time classes and telematic lectures. The reason for this is that the new BEdHons (Educational Psychology) programme has to undergo an additional
accreditation process with the Health Professions Council of South Africa (HPCSA) which has not been completed yet.

**Specific admission requirement**

- Psychology I, II and III as part of a bachelor’s degree or an equivalent subject accredited for this purpose by the Professional Board for Psychology. This makes further studies with a view to registering as an educational psychologist possible.

**Requirements for students who want to be admitted to the BEdHons (Educational Psychology) after their BEd**

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 the Psychology modules into the BEd programme. If you did not therefore take Psychology as an extra subject at Unisa at the same time as your BEd studies, you will now first have to complete Psychology before being admitted to the BEdHons (Educational Psychology).

**Selection criteria**

This is a selection programme and a maximum of 20 students are selected each year. The following is required:

- An average of at least 60% for your degree and teaching qualification and
- An average of 60% for your third-year Psychology modules.

**Additional provisions for specialisation in Educational Psychology**

Please take note of the following:

- When you apply to be registered as a counsellor with the Professional Board for Psychology of the Health Professions Council of South Africa (HPCSA), you must have successfully completed a full-time practicum (as prescribed by the Professional Board for Psychology). This practicum forms part of the BEdHons (Educational Psychology) programme and you will complete it as a module during your period of study. For this reason, you must be available **full-time for the practicum during your year of study**.
- Take note that you can register as a counsellor (independent practice) after completing this programme and successfully passing the Professional Board examination.

**Application procedure and closing date**

Contact Ms EE Louwrens at eel@sun.ac.za to apply.

Applications close on 30 June of the year before admission, because an interview is part of the selection process.

Comprehensive official study records for all your qualifications must be handed in with your application.

**Please note:** There will not be a new intake for this specialisation from 2018 onwards. Enquiries in this regard may be directed to the Department of Educational Psychology via Ms S Botha. (See 3.1.1 above for contact details.)
Programme structure
Although a blended learning model will be used for certain modules in this programme, the Counselling Practice module entails a six-month practicum which implies that you need to be available full time and on campus.

Programme content
The aim of this programme is to train educational-psychological counsellors in a school context who comply with the academic and practical requirements of the Health Professions Council of South Africa in the registration category of generic Registered Counsellor. As a qualifying practitioner you will be registered to render psychological services that are within the scope of practice for Registered Counsellors, which is defined according the Health Professions Act, 1974 (Act 56 of 1974) and subsequent amendments. You will be registered to render psychological services that are focused on:

- preventing psychological difficulties and providing primary intervention for psychological difficulties in a diverse community context, as well as
- promoting psychosocial health.

The purpose of this programme is also to ensure that you acquire a high level of theoretical knowledge as well as practical skills and experience in the field of educational psychology, through:

- the appropriate assimilation and analysis of new information,
- the ability to find workable and ethical solutions to problems and challenges,
- practical application of knowledge.

Anchor module

| Educational Psychology | 778(120) |

Compulsory year modules

| Core Module | 739(12) (telematic module) |
| Educational Research | 769(12) (telematic module) |
| Counselling | 775(24) |
| Counselling Practice | 771(48) |
| Inclusive Education | 729(18) (telematic module) |
| Learning Support | 769(18) (telematic module) |

Compulsory first-semester modules

| Educational-psychological Assessment | 734(18) |
| Mental Health | 714(18) |

Elective modules

There are no electives for this programme.
3.1.4 Old BEdHons programmes for students who registered up until 2016

Please note: As of 2017 no new students will be enrolled for these programmes.

There are six specialisation areas:

- Curriculum Studies
- Education Management
- Education Policy Studies
- Educational Psychology (old programme)
- Educational Support (old programme)
- Language Education (old programme).

Programme structure

- The various streams of the programme, except Educational Psychology and Language Education, are presented residentially as well as through self-study packages, supplemented by interactive telematic sessions. (Educational Psychology and Language Education are presented on campus only.)

- The programme consists of six areas of specialisation, each of which comprises an anchor module with a credit value of at least 120. Within your area of specialisation you will follow submodules that consist of the following:
  - a compulsory core module
  - a compulsory research module
  - core modules
  - an elective module or modules

Although you must do certain compulsory modules that focus specifically on the needs of a particular area of specialisation, you can choose from a number of elective modules. There are 25 compulsory and elective submodules.

- No submodules are prerequisites for later submodules, with the following exceptions:
  - Didactics (Subject Didactics) 734 is a prerequisite for Didactics (Subject Didactics) 764.
  - Didactics (Literacy Education, Leadership and Management) 734 is a prerequisite for Didactics (Literacy Education, Leadership and Management) 764.
  - Didactics (Mathematics Education for Adults) 734 is a prerequisite for Didactics (Mathematics Education for Adults) 764.
  - First-semester modules are a prerequisite for second-semester modules in the Language Education specialisation (see BEdHons Language Education specialisation below).

- The modules for each specialisation area are listed below and more information on each module is given in alphabetical order of subjects in the chapter “Subjects, Modules and Module Content”.
### 3.1.4.1 BEdHons (Curriculum Studies)

**Specific admission requirement**
- For admission to Curriculum Studies (Subject Didactics): a university qualification in the appropriate school subject(s) at a second-year level.

**Anchor module**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Studies</td>
<td>778(120)</td>
</tr>
</tbody>
</table>

**Submodules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Module</td>
<td>734(12)</td>
</tr>
<tr>
<td>Cognitive Education</td>
<td>764(18)</td>
</tr>
<tr>
<td>Didactics (Education Renewal)</td>
<td>734(18)</td>
</tr>
<tr>
<td>Didactics (Instructional Leadership)</td>
<td>764(18)</td>
</tr>
<tr>
<td>Didactics (Subject didactics) (also refer to subject didactics of Afrikaans, English, Mathematics)</td>
<td>734(18) or</td>
</tr>
<tr>
<td>Environmental Education</td>
<td>734(18)</td>
</tr>
<tr>
<td>Educational Research</td>
<td>764(12)</td>
</tr>
</tbody>
</table>

**Elective modules**

Choose any **two** of the following:

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Management</td>
<td>734(18)</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>734(18)</td>
</tr>
<tr>
<td>Adult Basic Education</td>
<td>735(18)</td>
</tr>
<tr>
<td>Didactics (Subject didactics) (also refer to subject didactics of Afrikaans, English, Mathematics in the chapter “Subjects, Modules and Module Content”)</td>
<td>764(18)</td>
</tr>
</tbody>
</table>

*Please note:* With permission from the programme coordinator, you may also choose any other relevant second-semester BEdHons module of 18 credits from any other BEdHons programme (see the other BEdHons programmes for options).

### 3.1.4.2 BEdHons (Education Management)

**Anchor module**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Management</td>
<td>778(120)</td>
</tr>
</tbody>
</table>

**Submodules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Module</td>
<td>734(12)</td>
</tr>
<tr>
<td>Didactics (Instructional Leadership)</td>
<td>764(18)</td>
</tr>
<tr>
<td>Education Management</td>
<td>734(18)</td>
</tr>
<tr>
<td>Education Organisation Management</td>
<td>734(18)</td>
</tr>
<tr>
<td>Education and Society</td>
<td>764(18)</td>
</tr>
<tr>
<td>Educational Research</td>
<td>764(12)</td>
</tr>
</tbody>
</table>
**Elective modules**
Choose two of the following:

<table>
<thead>
<tr>
<th>Elective Modules</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Basic Education</td>
<td>735(18)</td>
</tr>
<tr>
<td>Comparative Education</td>
<td>764(18)</td>
</tr>
<tr>
<td>Didactics (Education Renewal)</td>
<td>734(18)</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>734(18)</td>
</tr>
</tbody>
</table>

**3.1.4.3 BEdHons (Education Policy Studies)**

**Anchor module**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Policy Studies</td>
<td>778(120)</td>
</tr>
</tbody>
</table>

**Submodules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Module</td>
<td>734(12)</td>
</tr>
<tr>
<td>Comparative Education</td>
<td>764(18)</td>
</tr>
<tr>
<td>Education Management</td>
<td>734(18)</td>
</tr>
<tr>
<td>Education Policy Studies</td>
<td>764(18)</td>
</tr>
<tr>
<td>Educational Research</td>
<td>764(12)</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>734(18)</td>
</tr>
</tbody>
</table>

**Elective modules**
Choose two modules as follows:
- First module: Didactics (Education Renewal) or Inclusive Education

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didactics (Education Renewal)</td>
<td>734(18)</td>
</tr>
<tr>
<td>Inclusive Education</td>
<td>724(18)</td>
</tr>
</tbody>
</table>

**or**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Education</td>
<td>734(18)</td>
</tr>
</tbody>
</table>

*Please note:* With permission from the programme coordinator, you may also choose any other relevant second-semester BEdHons module of 18 credits from any other BEdHons programme (see the other BEdHons programmes for options).
3.1.4.4 BEdHons (Educational Support)

*Anchor module*

<table>
<thead>
<tr>
<th>Educational module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Support</td>
<td>778(120)</td>
</tr>
</tbody>
</table>

*Submodules*

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Module</td>
<td>734(12)</td>
</tr>
<tr>
<td>Educational Research</td>
<td>764(12)</td>
</tr>
<tr>
<td>Adult Basic Education</td>
<td>735(18)</td>
</tr>
<tr>
<td>Learning Support</td>
<td>765(18)</td>
</tr>
<tr>
<td>Inclusive Education</td>
<td>724(18)</td>
</tr>
<tr>
<td>Support in School and Community</td>
<td>744(18)</td>
</tr>
<tr>
<td>Cognitive Education</td>
<td>764(18)</td>
</tr>
</tbody>
</table>

*Elective modules*

Choose one of the following:

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Management</td>
<td>734(18)</td>
</tr>
<tr>
<td>Didactics (Education Renewal)</td>
<td>734(18)</td>
</tr>
</tbody>
</table>

3.1.4.5 BEdHons (Educational Psychology)

*Specific admission requirement*

- Psychology I, II and III as part of a bachelor’s degree or an equivalent subject accredited for this purpose by the Professional Board for Psychology. This makes further studies with a view to registering as an educational psychologist possible.

*Requirements for students who want to be admitted to the BEdHons (Educational Psychology) after their BEd*

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 the Psychology modules into the BEd programme. If you did not therefore take Psychology as an extra subject at Unisa at the same time as your BEd studies, you will now first have to complete Psychology before being admitted to the BEdHons (Educational Psychology).

*Selection criteria*

This is a selection programme and only a limited number of students are admitted each year. The following is required:

- An average of at least 60% for your degree and teaching qualification and
- An average of 60% for your third-year Psychology modules.
Additional provisions for specialisation in Educational Psychology

Please take note of the following:

- When you apply to be registered as a counsellor with the Professional Board for Psychology of the Health Professions Council of South Africa, you must have successfully completed a full-time practicum (as prescribed by the Professional Board for Psychology). This practicum forms part of the BEdHons (Educational Psychology) programme and you will complete it as a module during your period of study. For this reason, you must be available **full-time for the practicum during your year of study**.

- Take note that you can register as a counsellor (independent practice) after completing this programme and successfully passing the Professional Board examination.

**Application procedure and closing date**

The closing date for application is **30 June** of the year preceding the year of admission.

Comprehensive official study records for all your qualifications must be handed in with your application.

**Programme content**

There are no electives in this specialisation.

**Anchor module**

| Educational Psychology | 778(120) |

**Submodules**

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

### 3.1.4.6 BEdHons (Language Education)

**Specific admission requirement**

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

**Anchor module**

| Language Education | 778(120) |

**Submodules**

| Core Module | 734(12) |
| Educational Research | 764(12) |
**Elective modules**

Choose any **three combinations** from the following for a total of six modules worth 18 credits each.

*Please note the following:*  
- With special permission, you may choose other combinations of BEdHons modules for the total of six electives.
- The first-semester module in every combination is a prerequisite for the relevant second-semester module.

<table>
<thead>
<tr>
<th>Elective Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didactics (Subject Didactics of Afrikaans)</td>
<td>734(18), 764(18)</td>
</tr>
<tr>
<td>Didactics (Subject Didactics of English)</td>
<td>734(18)</td>
</tr>
<tr>
<td>Didactics (Literacy Education, Leadership and Management)</td>
<td>734(18), 764(18)</td>
</tr>
<tr>
<td>Specialisation in Language and Literacy</td>
<td>764(18)</td>
</tr>
<tr>
<td>Language Policy and Planning in Education</td>
<td>734(18)</td>
</tr>
<tr>
<td>Education Policy Studies</td>
<td>764(18)</td>
</tr>
<tr>
<td>Multilingual Education</td>
<td>734(18), 764(18)</td>
</tr>
<tr>
<td>Teaching Creative Writing</td>
<td>734(18), 764(18)</td>
</tr>
</tbody>
</table>

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### 3.2 BScHons (Biokinetics) and BScHons (Sport Science)

#### 3.2.1 BScHons (Biokinetics)

**Specific admission requirements**

- A bachelor's degree with Sport Science as one of the majors and which Senate has approved for this purpose.
- You must apply in writing in order to be admitted to the programme by Senate, or the Executive Committee that acts on behalf of Senate.
- An average final mark of at least 60% in Sport Science subjects (theory and practicals) during your undergraduate years.

**Closing date for applications**

Apply in writing to the departmental chair or Registrar by 31 July of the previous year. Only a limited number of students will be accepted in the Biokinetics specialisation.

**Duration of programme**

The duration of the programme is one year (full time).

**Assessment and examination**

This programme is assessed flexibly and includes theoretical and practical assignments, as well as informal class tests and formal tests. All assessments contribute to the final mark of each year subject.
You must obtain a class mark of 40% per semester subject for admission to the written examination. In order to pass Biokinetics Practice 772, you have to pass the written examination with at least 50%, as well as pass a practical and oral examination at the end of the year with at least 50%. The final mark for each submodule consists of 50% of the examination mark and 50% of the class mark.

Enquiries
Programme Manager: Dr KE Welman
Department of Sport Science
Tel: 021 808 4718
E-mail: welman@sun.ac.za

Websites for more information www.sun.ac.za/education or www.biokinatsun.co.za

Programme content
An internship period that meets the conditions laid down by the Health Professions Council of South Africa will be required before you can apply for registration as a biokineticist in an independent practice.

Anchor module

<table>
<thead>
<tr>
<th>Biokinetics</th>
<th>778(120)</th>
</tr>
</thead>
</table>

Compulsory submodules

<table>
<thead>
<tr>
<th>Biokinetics Practice</th>
<th>772(20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ergonomics</td>
<td>775(20)</td>
</tr>
<tr>
<td>Exercise Physiology</td>
<td>774(20)</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>771(30)</td>
</tr>
<tr>
<td>Research Project</td>
<td>773(30)</td>
</tr>
</tbody>
</table>

3.2.2 BScHons (Sport Science)
3.2.2.1 BScHons (Sport Science) (Performance Sport)

Specific admission requirements

- A bachelor's degree with Sport Science as one of the majors that Senate has approved for this purpose.
- You must apply in writing in order to be admitted to the programme by Senate, or the Executive Committee that acts on behalf of Senate.
- An average final mark of at least 60% in Sport Science subjects (theory and practicals) during your undergraduate years.

Closing date for applications
Apply in writing to the departmental chair or Registrar by 31 July of the previous year. Only a limited number of students are admitted to the specialisation in Performance Sport.

Duration of programme
The duration of the programme is one year (full time) or two years (part time).
Assessment and examination
This programme is assessed flexibly and includes theoretical and practical assignments, as well as informal class tests and formal tests. All assessments contribute to the final mark of each year subject.

You must obtain a class mark of 40% per subject for admission to the written examination. In order to pass Professional Practice in Sport Science 773, you must do 300 hours practical work during the course of the year and obtain at least 50% in the two oral examination, namely in the middle and at the end of the year. The final mark for each submodule consists of 50% of the examination mark and 50% of the class mark.

Enquiries
Programme Manager: Prof RE Venter
Department of Sport Science
Tel: 021 808 4721
E-mail: rev@sun.ac.za
Website for more detailed information: www.sun.ac.za/education

Programme content
The compulsory submodules are offered in the table below. Apart from the compulsory submodules, you can choose additional elective modules. See the table directly following the compulsory submodules for the additional modules.

Anchor module

| Performance Sport | 778(120) |

Compulsory submodules

| Professional Practice in Sport Science | 773(30) |
| Research Project | 771(30) |
| Current Topics in Sport and Exercise Science | 721(12), 751(12) |
| Biomechanics | 712(12) |
| Exercise Physiology | 743(12) |
| Sport Psychology | 712(12) |
| Applied Exercise Physiology | 714(12) |

Additional modules

| Exercise Psychology | 713(12) |
| History of Sport | 745(12) |
| Kinaanthropometry | 715(12) |
| Motor Control | 711(12) |
| Motor Learning | 741(12) |
| Sport for Persons with Disabilities | 772(12) |
| Statistics for Sport Science and Exercise Science | 772(12) |
### 3.2.2.2 BScHons (Sport Science) (Kinder Kinetics)

**Specific admission requirements**

- A bachelor’s degree with Sport Science as one of the majors that Senate has approved for this purpose.
- You must apply in writing in order to be admitted to the programme by Senate, or the Executive Committee that acts on behalf of Senate.
- An average final mark of at least 60% in Sport Science subjects (theory and practicals) during your undergraduate years.

**Closing date for applications**

Apply in writing to the departmental chair or Registrar by **31 July** of the previous year. Only a limited number of students are admitted to this specialisation in Kinder Kinetics.

**Duration of programme**

The duration of the programme is one year (full time).

**Assessment and examination**

This programme is assessed flexibly and includes theoretical and practical assignments, as well as informal class tests and formal tests. All assessments contribute to the final mark of each year subject.

You must obtain a class mark of 40% per subject for admission to the written examination. In order to pass Professional Practice in Sport Science 773, you must do 300 hours practical work during the course of the year and obtain at least 50% in the two oral examination, namely in the middle and at the end of the year. The final mark for each submodule consists of 50% of the examination mark and 50% of the class mark.

**Enquiries**

Programme Manager: Dr E Africa
Department of Sport Science
Tel: 021 808 4591
E-mail: Africa@sun.ac.za
Website for more detailed information: www.sun.ac.za/education

**Programme content**

The compulsory submodules are offered in the table below. Apart from the compulsory submodules, you can choose additional elective submodules. See the table directly following the compulsory submodules for the additional submodules.

**Anchor module**

| Kinder Kinetics | 778(120) |
### Compulsory submodules

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Practice in Sport Science</td>
<td>773(30)</td>
</tr>
<tr>
<td>Research Project</td>
<td>771(30)</td>
</tr>
<tr>
<td>Current Topics in Sport and Exercise Science</td>
<td>751(12)</td>
</tr>
<tr>
<td>Motor Control</td>
<td>711(12)</td>
</tr>
<tr>
<td>Kinanthropometry</td>
<td>715(12)</td>
</tr>
<tr>
<td>Sport for Persons with Disabilities</td>
<td>772(12)</td>
</tr>
<tr>
<td>Kinder Kinetics Theory</td>
<td>772(12)</td>
</tr>
</tbody>
</table>

### Additional submodules

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Exercise Physiology</td>
<td>714(12)</td>
</tr>
<tr>
<td>Biomechanics</td>
<td>712(12)</td>
</tr>
<tr>
<td>Exercise Physiology</td>
<td>743(12)</td>
</tr>
<tr>
<td>Exercise Psychology</td>
<td>713(12)</td>
</tr>
<tr>
<td>History of Sport</td>
<td>745(12)</td>
</tr>
<tr>
<td>Motor Learning</td>
<td>741(12)</td>
</tr>
<tr>
<td>Sport Psychology</td>
<td>712(12)</td>
</tr>
<tr>
<td>Statistics for Sport Science and Exercise Science</td>
<td>772(12)</td>
</tr>
</tbody>
</table>
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.

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 his 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.

Application procedure and closing date
- You must apply in writing to do an MEd programme.
- The programme is 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 Secretary:
  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 die alphabetical list of subjects in the back of the book for page numbers.
4.1.2 MEd (Research)

Requirements for obtaining the MEd (Research) degree

For this degree you must:

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

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)
12274-871 (180) Sport Science (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 contents with the minimum requirements conventionally set for scientific articles.

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

Duration of programme

The duration of the structured programmes is one year full time or two years part time. 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 course.
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 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 30% 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 70% of the final mark

4.1.3.1 MEd (Curriculum Studies) (Structured)

Not presented in 2017 and 2018 because the current programme is being restructured.

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 Manager: 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.

First year

Anchor module

| Curriculum Studies | 879(180) |

Compulsory modules

| Curriculum Studies | 812(25) |
| Educational Research | 813(25) |
Elective modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Studies</td>
<td>872(40)</td>
</tr>
<tr>
<td>Afrikaans-onderwys (skoolvak)</td>
<td>872(40)</td>
</tr>
<tr>
<td>English Education (school subject)</td>
<td>872(40)</td>
</tr>
<tr>
<td>Environmental Education</td>
<td>872(40)</td>
</tr>
<tr>
<td>Geography Education (school subject)</td>
<td>872(40)</td>
</tr>
<tr>
<td>Life Orientation</td>
<td>872(40)</td>
</tr>
<tr>
<td>Mathematics Education (school subject)</td>
<td>872(40)</td>
</tr>
<tr>
<td>Physics and Chemistry Education (school subject)</td>
<td>872(40)</td>
</tr>
<tr>
<td>Business Studies Education (school subject)</td>
<td>872(40)</td>
</tr>
</tbody>
</table>

Second year

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Thesis</td>
<td>874(90)</td>
</tr>
</tbody>
</table>

4.1.3.2 MEd (Education Policy Studies) (Structured)

Assessment and examination

Flexible and summative assessment are used in the following ways:

- At every contact session you are required to hand in a written reflective report or a report based on a limited investigation. These reports are flexibly assessed and compiled into a portfolio which is summatively assessed at the end of the first year of study.
- During the first half-yearly session, you present an integrated report or paper on a specific policy issue, which is also submitted in writing.
- At the end of the first year of study, you write an integrative report on a specific policy issue during an “open book” examination. During the exam you will have access to information via interactive technology. The report will be assessed summatively in relation to the themes.
- The final assessment instrument is a thesis, which counts 50% of the final mark. Particular attention is paid to research skills and critical evaluative insight.

Enquiries

Programme Manager: Prof B Van Wyk
Department of Education Policy Studies
Tel.: 021 808 2419        E-mail: bwyk@sun.ac.za
Website for more detailed information: www.sun.ac.za/education
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.

Anchor module

| Education Policy Studies | 879(180) |

Compulsory submodules

| Comparative and International Education Studies | 872(18) |
| Education Management, Leadership and Policy | 872(18) |
| Philosophy of Education | 872(18) |
| Research for Education Policy Studies | 872(18) |
| Sociological Perspectives in Education | 872(18) |
| Research Thesis | 874(90) |

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 minimum 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
Programme Manager: Prof D Daniels
Department of Educational Psychology
Tel.: 021 808 2324 or 021 808 2308   E-mail: doria@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)

Compulsory modules
<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive Education, Assessment and Learning Support</td>
<td>873(30)</td>
</tr>
<tr>
<td>Introduction to Qualitative Research Methodology</td>
<td>872(30)</td>
</tr>
<tr>
<td>Support in School and Community Contexts</td>
<td>872(30)</td>
</tr>
<tr>
<td>Research Thesis</td>
<td>874(90)</td>
</tr>
</tbody>
</table>
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
a) 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.

b) A minimum of two years’ continuous, formal educational experience or equivalent educational experience deemed appropriate by Senate.

c) 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 four 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 Sonja Botha
Department of Educational Psychology
Tel.: 021 808 2308  E-mail: sonjab@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) |

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
Two MPhil programmes are offered in the Faculty:
- Higher Education
- Education and Training for Lifelong Learning

#### 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**
A maximum of 30 students are admitted and the programme is presented only if a minimum of FIVE students enrol.

**Closing date for applications**
- The closing date for applications is **30 September** of the year before admission.
- You may apply to the Faculty Secretary:
  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 Manager: Prof M Fourie-Malherbe
Department of Curriculum Studies
Tel.: 021 808 3908 E-mail: mfourie@sun.ac.za
Website for more detailed information: www.sun.ac.za/education

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

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education</td>
<td>879(180)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and Evaluation in Higher Education</td>
<td>875(10)</td>
</tr>
<tr>
<td>Curriculum and Programme Design in Higher Education</td>
<td>875(10)</td>
</tr>
<tr>
<td>Foundations of Research</td>
<td>875(10)</td>
</tr>
<tr>
<td>Perspectives in Higher Education</td>
<td>875(10)</td>
</tr>
</tbody>
</table>
Elective modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership in Higher Education</td>
<td>875(10)</td>
</tr>
<tr>
<td>Scholarship in Higher Education</td>
<td>875(10)</td>
</tr>
<tr>
<td>Scholarship of Engagement in Higher Education</td>
<td>875(10)</td>
</tr>
<tr>
<td>Staff Development in Higher Education</td>
<td>875(10)</td>
</tr>
<tr>
<td>Technology in Higher Education</td>
<td>875(10)</td>
</tr>
</tbody>
</table>

* 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 Manager: Prof BL Frick  
Department of Curriculum Studies  
Tel.: 021 808 3807  E-mail: blf@sun.ac.za

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

**Programme contents**

The primary aim of the programme is to prepare you as an educator involved in Lifelong Learning for your career 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 on the field of Lifelong Learning. This aim includes 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 and adult basic education.

**Anchor module**

| Education and Training for Lifelong Learning | 879(180) |

**Compulsory submodules**

| Facilitation Skills | 875(20) |
| Foundations of Research | 875(10) |
Elective submodules

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Basic Education and Training</td>
<td>875(10)</td>
</tr>
<tr>
<td>Community Education</td>
<td>875(10)</td>
</tr>
<tr>
<td>Continuing Professional Education</td>
<td>875(10)</td>
</tr>
<tr>
<td>Leadership and Management of Lifelong Learning</td>
<td>875(10)</td>
</tr>
</tbody>
</table>

4.3 MSc (Sport Science)

Specific admission requirements

- A bachelor’s or honours degree with an average of at least 60% that Senate has approved for this purpose.
- If you attained a standard of competence in your field of study in another manner that Senate accepts as satisfactory for this purpose, you can be admitted to this programme.

Closing date for applications

Apply in writing to the departmental chair or Registrar. In all cases, final admission to the degree programme rests with the postgraduate committee of the Department of Sport Science, subject to the available resources in the Department. If necessary, supplementary study can be required from you by the Department.

Assessment and examination

On completion your thesis is assessed both internally and externally. The thesis counts 100% towards the final mark and you must obtain 50% in order to pass the degree.

Enquiries

Programme Manager: Prof E Terblanche
Department of Sport Science
Tel: 021 808 2742
E-mail: et2@sun.ac.za

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

Programme structure

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

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 Secretary: 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.

Please note: The Department of Sport Science follows a different procedure from the one described above. Contact the chairperson of the Department of Sport Science for further details.

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.

Programme options
You can apply for one of the following programme options:

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
42935-978 (360) Sport Psychology
54607-978 (360) Sport Science
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 and PhD in Sport Science

Description of the symbols used below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>The degree is awarded, on condition that you make specific minor amendments and follow recommendations to the satisfaction of your supervisor.</td>
</tr>
<tr>
<td>C</td>
<td>The degree is awarded, on condition that you make certain factual or textual corrections to the satisfaction of the supervisor(s)/examiner(s).</td>
</tr>
<tr>
<td>D</td>
<td>You must revise the dissertation and submit it for re-examination. (In this case the examination panel should decide amongst themselves by whom and how the re-examination must take place).</td>
</tr>
<tr>
<td>E</td>
<td>The degree is not awarded.</td>
</tr>
</tbody>
</table>
Resubmission after obtaining a D symbol

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

a) If you get a C (i.e. more than editorial amendments) or a B (editorial amendments) at your second submission, you may improve the dissertation as specified by the examination panel and resubmit it 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 higher than a D.

b) If for the second time the examination panel awards a D symbol based on a consensus decision, the symbol will automatically change to an E symbol. 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 Doctoral Overseeing 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 D symbol for a second time.

5.2.1 PhD (Sport Psychology)

Specific admission requirements

- A master’s degree in Psychology (Counselling, Clinical, Educational or Industrial Psychology) and
- a Sport Science qualification and/or other qualification deemed to be adequate for admission to the programme
- You must be registered with the Health Professions Council of South Africa (HPCSA).

Enquiries

Programme Manager: Dr HW Grobbelaar
Department of Sport Science
Tel.: 021 808 4771 E-mail: hgrobboelaar@sun.ac.za
Website for more detailed information: www.sun.ac.za/education

5.2.2 PhD (Sport Science)

Admission requirements

a) You must have the following qualification:
   - a master’s degree in Sport Science from this University, or
   - another master’s degree approved for such purpose by Senate, or
   - a standard of competence in your particular field of study attained in some other manner and deemed adequate by Senate for admission to the programme.

b) After consulting with the departmental chair concerned, you must apply in writing for admission. State the proposed dissertation topic, supervisor, and places of study

c) You must also submit a research proposal and an academic transcript.

The departmental postgraduate committee will decide on admission, taking the infrastructure of the Department into account.
Enquiries
Programme Manager: Prof E Terblanche
Department of Sport Science
Tel.: 021 808 2742       E-mail: et2@sun.ac.za
Website for more detailed information: www.sun.ac.za/education
Subjects, Modules and Module Content

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

Example:

54860 Mathematics (Ed) [BEd] [FP] (old programme)
284 (15) Mathematics (3L)

1.1 Explanation of terms in the example

- **Five-digit subject number** – 54860 Mathematics (Ed)
  Each subject is identified by this five-digit subject number.

- **Subject name** – 54820 Mathematics (Ed) [BEd] [FP] (old programme)
  The number and name of a specific subject appear before the various modules of the subject are presented. To refer to a specific module, the subject name, followed by the module code and the credit value of the specific module, is used; for example, in this case: Mathematics (Ed) 284 (15).

  After the subject name, there sometimes follows some abbreviations between square brackets. These specify the programme or stream in which the subject is followed. Between rounded brackets it may also say whether this subject is part of an old or a new programme. In this example then “[BEd] [FP] (old programme)” means that the module is part of the old BEd (Foundation Phase) programme.

- **Module code** – 284 (15) Mathematics
  The module code consists of a three-digit number that is unique to the specific module. The abovementioned module code “284” has the following meaning:
  - The first digit refers to the year of study in which the module is presented, for example:
    - Year 1: 184
    - Year 2: 284
    - Year 3: 384
    - Postgraduate modules are indicated with a “7” or an “8” in this position.
The second digit “8” refers to the semester that the module will be presented in and also serves as a number to distinguish between various modules offered within the same specific year of study. The University uses different numbers to indicate the particular semester of a module, either the first or the second semester, or modules that are presented in both semesters (which are year modules). The numbers that indicate semesters are as follows:

- **1, 2 or 3** – modules are presented in the first semester.
  
  *Semester 1: 214, 324, 334*

- **4, 5 or 6** – modules are presented in the second semester.
  
  *Semester 2: 342, 354, 364*

- **7, 8 or 9** – modules are presented in both semesters, which are year modules.
  
  *Year module (both semesters): 278, 288, 391*

The third digit of the module code, in this case “4”, serves as a distinguishing digit between various modules of the same subject in a particular year of study.

- **Credit value** – 284 (15) Mathematics
  
The number between brackets after the module code indicates the credit value of the particular module, in this case 15.

Therefore, Mathematics (Ed) 284 (15) is a module presented over two semesters of the second year and you earn 15 credits for it.

- **Module subject** – 284 (15) Mathematics
  
  This indicates the subject that will be dealt with in this specific module.

- **Teaching load** – 284 (15) Mathematics (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 in this order 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 2018 onwards. The lacking numbers and codes are indicated as follows:

- unavailable subject number: xxxxx
- unavailable module code: 1xx, 2xx, 3xx, 4xx or 7xx (year of study and two superscript x’s)

xxxxx Academic Language Development and Awareness [PGCE] (new programme)

7xx (8) Academic Language Development and Awareness (2L)
The competent use of languages of instruction in multilingual contexts.

*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

xxxxx  Accounting Teaching [PGCE] (new programme)

7xx (20) Accounting Teaching (4L)
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

12291  Adult Basic Education [BEdHons]

735 (18) Adult Basic Education
- Conceptual framework for Adult Basic Education (ABE)
- Adult learning
- Teaching adults
- Adult basic education in the South African context

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

Flexible assessment
Home department: DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

xxxxx Afrikaans as Taal van Onderrig en Leer [BEd] [FP] (new programme)

2xx (5) Afrikaans Taal van Onderrig en Leer (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 respons te lewer.
- Gepaste en doeltreffende gebruik van taalstrukture en -konvensies.

Flexible assessment
Home department: CURRICULUM STUDIES

12474 Afrikaans as Taal van Onderrig en Leer [BEd] (old programme)

278 (5) Afrikaans as Taal van Onderrig en Leer [ISP] (1L, 1T)
- Doeltreffende gebruik van Afrikaans as voertaal en onderrigmedium.
- Praat en luister vir-verskillende doeleindes en teikengroepe.
- Lees en kyk vir begrip om op 'n verskeidenheid tekste response te lewer.
- Skryf vir ’n groot verskeidenheid doeleindes en teikengroepe.
- Gepaste en doeltreffende gebruik van taalstrukture en -konvensies.

Flexible assessment
Home department: CURRICULUM STUDIES

288 (5) Afrikaans as Taal van Onderrig en Leer [FP] (1L, 1T)
- Doeltreffende gebruik van Afrikaans as voertaal en onderrigmedium.
- Praat en luister vir-verskillende doeleindes en teikengroepe.
- Lees en kyk vir begrip om op 'n verskeidenheid tekste response te lewer.
- Skryf vir ’n groot verskeidenheid doeleindes en teikengroepe.
- Gepaste en doeltreffende gebruik van taalstrukture en -konvensies.

Flexible assessment
Home department: CURRICULUM STUDIES
Afrikaans en Nederlands

178 (24) Inleidende Studie van die Afrikaanse Taal- en Letterkunde (3L, 2P)

Studente volg ses komponente:

- Afrikaans in die media
- Afrikaanse kortverhale en romans
- Afrikaanse taalbeheersing
- Die aard van Afrikaans
- Leksikale Semantiek of Nederlandse Taalverwerwing
- Resente Afrikaanse poësie

’n Praktiese komponent wat gemik is op die ontwikkeling van studente se lees-, dink- en skryfvaardighede word saam met hierdie ses akademiese komponente gevolg.

’n Stelsel van buigsame assessering word in Afrikaans en Nederlands 178 gebruik. Studente word aan die begin van die jaar skriftelik ingelig oor die manier waarop die prestasiepunt bereken word en ontvang in die loop van die module gereelde terugvoering oor hul vordering.

Home department: AFRIKAANS AND DUTCH

278 (32) Voortgesette Studie van die Afrikaanse Taal- en Letterkunde (3L, 2P)

Studente volg ses komponente:

- Afrikaanse letterkunde voor 1960 of Afrikaanse taalpraktyk
- Afrikaanse letterkunde rondom 1960
- Afrikaanse leksikografie of Nederlandse letterkunde na 1945
- Sintaksis
- Nederlandse letterkunde voor 1945
- Afrikaans binne meertalige verband

Opmerking

Nie alle komponente in Afrikaans en Nederlands 278 word noodwendig elke jaar aangebied nie.

’n Stelsel van buigsame assessering word in Afrikaans en Nederlands 278 gebruik. Studente word aan die begin van elke module skriftelik ingelig oor die manier waarop die prestasiepunt bereken word en ontvang in die loop van die module gereelde terugvoering oor hul vordering.

Home department: AFRIKAANS AND DUTCH
Afrikaans (Kommunikasie) [BEd] (new programme)

3xx (5) Afrikaans (Kommunikasie) [FP and 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, versoekte te rig en reageer op versoekte in die geteikende taal, met die fokus op skooldsituasies, tuis en in die alledaagse omgang.

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

Buigsame assessering.

Home department: CURRICULUM STUDIES

12462 Afrikaans (Kommunikasie) [BEd] (old programme)

378 (10) Afrikaans (Kommunikasie) [ISP] (2L, 1T)

Hierdie inleidende module oor kommunikasie in Afrikaans is ontwerp om studente in staat te stel om ’n gesprek te inisieer en aan die gang te hou, om inligting te vra en te voorsien, om verduidelikings, instruksies, aanwysings te gee, versoekte te rig en op versoekte 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 gebruikes wat wissel van respek en ordentlikheid, familieverhoudinge, vorme van groet en verneem na ander se welstand tot spesifieke gebruikes rondom geslag.

Flexible assessment

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, versoekte te rig en op versoekte 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 gebruikes wat wissel van respek en ordentlikheid, familieverhoudinge, vorme van groet en verneem na ander se welstand tot spesifieke gebruikes rondom geslag.

Flexible assessment

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

10103 Afrikaansmedium [PGCE]

772 (6) Afrikaansmedium

- Doeltreffende gebruik van Afrikaans as voertaal en onderrigmedium.
- Spraakhulp aan studente wat dit nodig het.

Flexible assessment

Home department: CURRICULUM STUDIES
**Afrikaansonderrig [PGCE] (new programme)**

**7XX (20) Afrikaans Teaching (3L)**

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 en Nederlands 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-, teaching0 and support materials.

*Flexible assessment*

*PP Afrikaans en Nederlands 278*

Home Department: CURRICULUM STUDIES

**Afrikaansonderwys [BEd] [FP] (new programme)**

**2XX (15) Afrikaans (Ond) (2L, 1T)**

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

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

*PP Afrikaans en Nederlands 178 or PP Afrikaanse Taalverwerwing 178*

Home department: CURRICULUM STUDIES

**3XX (15) Afrikaans Huistaal (Ond) en Afrikaans Eerste Addisionele Taal (Ond) (2L, 1T)**

Die module Afrikaansonderwys (Huistaal en Eerste Addisionele Taal) stel studente bloot aan relevante inhoudte en pedagogiese kennis om doeltreffende Taal- en Geletterdheidsonderwys in die Grondslagfase (Grade R tot 3) te verseker.

*PP Afrikaans (Ond) 2XX*

Home department: CURRICULUM STUDIES
4xx (15) Afrikaans Huistaal (Ond) (2L, 1T)
- Spraak, taal en kommunikasiebehoeftes van die leerders.
- Geletterdheid en verskeidenheid.
- Kultuurverwante Geletterdheidsteorie en -praktyk.
- Differensiasie tydens geletterdheidsonderwys.
- Voorlesing en deelnemende lees in die GF-klaskamer se geletterdheidspraktyk.
- Beplanning en assessering van ervarings rondom geletterdheid.
- Die ontwikkeling van kritiese geletterdheid by jong kinders.

PP Taal- en Geletterdheidsonderwys [FP] 3xx
Home department: CURRICULUM STUDIES

4xx (15) Afrikaans Eerste Addisionele Taal (Ond) (2L, 1T)
Die module Taal- en Geletterdheidsonderwys (Eerste Addisionele Taal) ontwikkel die student as 'n kultuur- en linguistiesgebonde taal- en geletterdheidsonderwyser en stel studente bloot aan relevante inhoud en pedagogiese kennis om responsiewe onderrig van die Eerste Addisionele Taal en Geletterdheid in die Grondslagfase (Grade R tot 3) te verseker.

PP Taalonderrig [FP] 3xx
Home department: CURRICULUM STUDIES

xxxxx Afrikaansonderwys [BEd] [IP] (new programme)

2xx (15) Afrikaans Huistaal (Ond) en Afrikaans Eerste Addisionele Taal (Ond) (3L)
Die module is 'n inleiding tot Afrikaans as Huistaal en Addisionele taal, gebaseer op die KABV-beginsels van 2012 en moedertaal-onderrig. Die kursus is slegs vir tweedejaarstudente in Afrikaansonderwys.

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

Flexible assessment
PP Afrikaans en Nederlands 178 or
PP Afrikaanse Taalverwerwing 188
Home department: CURRICULUM STUDIES

3xx (15) Afrikaans Huistaal (Ond) en Afrikaans Eerste Addisionele Taal (Ond) (3L)
Die module is 'n voortsetting van Afrikaans as Huistaal en Addisionele taal, gebaseer op die KABV-beginsels van 2012 en moedertaal-onderrig. Die kursus is slegs vir derdejaarstudente in Afrikaansonderwys.

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

*Flexible assessment*

*PP Afrikaans HT (Ond) [IP] or PP Afrikaans EAT (Ond) [IP]* 2

Home department: CURRICULUM STUDIES

**4xx (15) Afrikaans Huistaal (Ond) en Afrikaans Eerste Addisionele Taal (Ond)**

(3L)

Die module is ’n in-diepe-verkenning van Afrikaans as Huistaal en Addisionele taal, gebaseer op die KABV-beginsels van 2012 en moedertaal-onderrig. Die kursus is slegs vir vierdejaarstudente wat Afrikaansonderrig hul roeping wil maak. Teoretiese (epistemologiese) verantwoording vir onderrigbenadering tot taal-en letterkunde, die taalbeleide van Afrikaans; skryfonderderrig en leesonderrig; en multimediagebruik in letterkundeonderrig; rekenaarondersteunde taalonderrig, poësie vir senior fase; kreatiwiteit en teksproduksie, assessering binne taal en letterkunde (poësie, dramas en romans) en die evaluering van leer-, onderrig- en ondersteuningsmateriaal.

*Flexible assessment*

*PP Afrikaans HT (Ond) [IP] or PP Afrikaans EAT (Ond) [IP]* 3

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 taalgeletterdheidsonderrig binne konteks van UGO en KABV as inleiding.
- Perseptuele ontwikkeling.
- Aanvangsleesbenaderings.
- Beplanning en assessering vir die taalgeletterdheidsleerprogram, werkskedules en leesplanne.

*PP Afrikaans en Nederlands 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 taalgeletterdheidsonderrig 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 taalgeletterdheidsonderrig.
- Verskillende aspekte van taalgeletterdheidsonderrig binne die konteks van UGO en KABV.
- Beplanning en assessering vir die taalgeletterheidsonderrigprogram, 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 assessoringstandaarde.
- Visuele en kulturele geletterdheid, tekstdynamika.
- Inleiding tot assessoring binne taal.

*PP Afrikaans en Nederlands 178 or PP Afrikaans Language Acquisition 178*
Home department: CURRICULUM STUDIES

378 (20) Afrikaans (4L)
- Tradisionele literatuur, kurrikulering, illustrasie en prenteboeke, woordeboek- en multimedia gebruik in taalonderrig, kinderpoësie.
- Kreatiwiteit en tekstproduksie.
- Addisionele taalonderrig

*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.

*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

xxxxx Agricultural Sciences Teaching [PGCE] (new programme)

7xx (20) Agricultural Sciences Teaching
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 Utilization 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

61433 Applied Exercise Physiology [BScHons (Sport Science)]

714 (12) Applied Exercise Physiology
Applied exercise physiology.
Home department: SPORT SCIENCE
54429  Applied Kinesiology

313 (12) Coaching Strategies (2L, 2P)
Analysis of performance for strategic development; team cooperation; social behaviour in physical context; coaching tips and incentives; scientific principles of a training year; taking on the role of coach in the school or community; data collection and processing.

PP Kinesiology 182 or
PP Sport Science 184

Home department: SPORT SCIENCE

314 (12) Scientific Base of the Fitness Industry (2L, 2P)

BA and BSc
The scientific base of the health, exercise and fitness industry; national and international trends in the fitness industry; structure of the fitness industry in SA; presentation and analysis of exercise regimes; exercise programme planning; compilation and management of exercise programmes; medical considerations for the fitness industry; assessment strategies in exercise and fitness; presentation and conducting various health and fitness tests.

Home department: SPORT SCIENCE

324 (12) Principles of Adapted Movement (2L, 2P)
Value of participation of disabled persons; assessing the performance of persons with disabilities; problem as of participants with chronic illnesses; teaching adaptations regarding disabled persons; data collection and processing.

Home department: SPORT SCIENCE

344 (12) Sport and Recreation for Persons with Disabilities (2L, 2P)
Sport classification for participation; competition opportunities for persons with disabilities; adaptation of rules and special requirements regarding sports types for persons with disabilities; support of sport development and recreations programmes in special schools and communities; conclusions of research for professional applications.

Home department: SPORT SCIENCE

352 (12) Exercise and Fitness Training (2L, 2P)

BA and BSc
Presentation of selected professional fields in the fitness industry; planning, presentation and managing of fitness education for special population groups; analysis of exercise areas and exercise modalities; handling a case study personally; presentation of final case study; marketing; business management; risk management; legal considerations in the fitness industry.

Home department: SPORT SCIENCE
353 (12) Scientific Base of Sport Coaching (2L, 2P)
Apply the principles that influence fitness and skills development to the design of sport specific programmes; understand the role and responsibilities of the coach; incorporate scientific principles in the organisation of a training year.

*PP Kinesiology 182 or*
*PP Sport Science 184*

Home department: SPORT SCIENCE

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

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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

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

875 (10) Assessment

Assessment and evaluation in higher education.
Home department: CURRICULUM STUDIES
Becoming a Teacher [BEd] (new programme)

1\textsuperscript{st} (10) Becoming a Teacher [IP] (2L)
- Professional identity of teachers
- Philosophical and paradigmatic principles
- Ethics

Flexible assessment.
Home department: EDUCATIONAL PSYCHOLOGY

1\textsuperscript{st} (10) Becoming a Teacher [FP] (2L)
- Professional identity of teachers
- Philosophical and paradigmatic principles
- Ethics

Flexible assessment.
Home department: EDUCATIONAL PSYCHOLOGY

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

Business Studies Teaching [PGCE] (new programme)

7\textsuperscript{th} (20) Business Studies Teaching (4L)

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
**60976  Biokinetics Practice [BScHons (Biokinetics)]**

772 (20) Biokinetics Practice

Biokinetics practice.

Home department: SPORT SCIENCE

**56340  Biomechanics [BScHons (Sport Science)]**

712 (12) Biomechanics

Biomechanics.

Home department: SPORT SCIENCE

**11363  Botany [ADE (FET Life Sciences Teaching)]**

771 (30) Botany

Ecology and Human Impact on Environment, Plant Biodiversity, Plant Cytology, Anatomy and Morphology, Plant Physiology and Evolutionary Development of Plants

Home department: SUNCEP

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

771 (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
11479 Chemistry [ADE (FET Physical Science Teaching)]
771 (30) Chemistry
After completion of the module the student will have an integrated knowledge of Physics fundamentals and skills in the South African educational context including:

- Matter and Materials (matter classification, states of matter, kinetic molecular theory, atomic structure, periodic table, bonding, molecular structure, intermolecular forces, ideal gases, optical phenomena, properties of materials, organic chemistry, organic macromolecules)
- Chemical systems (hydrosphere, lithosphere and chemical industry)
- Chemical change (physical and chemical change, stoichiometry, energy and chemical change, reaction types, reaction rate, chemical equilibrium, chemical equilibrium, acids and bases, electrochemical reactions

Home department: SUNCEP

13454 Chemistry [ADE (SP Natural Sciences Teaching)]
771 (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

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

### 12293 Cognitive Education [BEdHons]

#### 764 (18) Cognitive Education

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

Home department: EDUCATIONAL PSYCHOLOGY

### 61042 Community Education [MPhil (Education and Training for Lifelong Learning)]

#### 875 (10) Community Education

Community education.

Home department: CURRICULUM STUDIES

### 61441 Comparative and International Education Studies [MEd (Education Policy Studies)]

#### 872 (18) Comparative and International Education Studies

Comparative and international.

Home department: EDUCATION POLICY STUDIES
**26506 Comparative Education [BEdHons]**

**764 (18) Comparative Education**

- Theory, methods and themes in Comparative Education.
- Globalisation and international perspectives.
- A comparative international perspective on a selection of relevant developments in education, e.g. democratisation, educational transformation, centralisation and decentralisation, gender studies, qualification and assessment, technological advancement, sustainable development.
- Critical perspectives on education systems, education policy and contemporary educational priorities.

Home department: EDUCATION POLICY STUDIES

**xxxxx Computer Application Technology Teaching [PGCE] (new programme)**

**7xx (20) Computer Application Technology Teaching (2L)**

This module places emphasis on various topics within the subject Computer Application Technology taught at the FET phase school level. The course 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

**45810 Computer Use (Ed) [PGCE]**

**774 (6) Computer Use**

The development of interactive web-based education programmes.

(This is a compulsory semi-self-study module.)

*Flexible assessment*

Home department: CURRICULUM STUDIES
**61468 Continuing Professional Education [MPhil (Education and Training for Lifelong Learning)]**

875 (10) Perspectives
Perspectives.
Home department: CURRICULUM STUDIES

**54569 Core Module [BEdHons]**

734 & 739 (12) Core Module
Education as a response to the current South African environment, education as a process of transformation: critical thinking transformation, the individual, society and agency, education and change.
Home department: CURRICULUM STUDIES

**12295 Counselling [BEdHons]**

775 (24) Counselling
Theoretical framework and counselling skills for diverse communities
Home department: EDUCATIONAL PSYCHOLOGY

**12296 Counselling Practice [BEdHons]**

771 (48) Counselling Practice
- Ethical and policy framework
- Project and programme development
- Community Psychology
- Practicum
Home department: EDUCATIONAL PSYCHOLOGY

**64815 Current Topics in Sport and Exercise Science [BScHons (Sport Science)]**

721 (12) Current Topics in Sport and Exercise Science
On each topic: recent research, international perspectives, professional application, current status in South Africa.
Home department: SPORT SCIENCE

751 (12) Current Topics in Sport and Exercise Science
On each topic: recent research, international perspectives, professional application, current status in South Africa.
Home department: SPORT SCIENCE
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)]

771 (6) Curriculum Management
Management of a subject, management of a learning area, management of a phase, lead teachership
Home department: SUNCEP

54526 Curriculum Studies [BEd] (old programme)

144 (10) Curriculum Studies (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) [ISP] (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) [FP] (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

774 (12) Curriculum Studies [PGCE]

- Introduction to Curriculum Studies: the concept of curriculum, curriculum and transformation, curriculum approaches (the South African context).
- The process of curriculum development.
- Curriculum design (micro-curriculum development and curriculum planning) and curriculum implementation.
- Curriculum strategies: teaching and learning strategies
- Teaching methods: the basics elements of methodology
- Presentation: methodological variations
- Discussion: methodological variations
- Group work: methodological variations
- Independent work: methodological variations
- Experiential teaching methods: methodological variations
- Curriculum assessment
- The role of the teacher as a curriculum agent within curriculum development.

Home department: CURRICULUM STUDIES

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
### Curriculum Studies [PGCE] (new programme)

**7xx (8) Curriculum Studies (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

### Curriculum Studies (Specialisation) [PGCE]

**774 (12) Curriculum Studies (Specialisation) (2L)**

The following generic content applies to all the Curriculum Studies modules listed below:
- Perspectives on the subject
- Principles of teaching and learning
- Instructional planning and the presentation of subject matter
- Educational technology
- Methodology
- Evaluation (assessment)
- Innovative trends in the subject area
- Learning theories specific to this subject
- Laboratory organisation, administration and safety (sciences only)
- Practical work in the subject (where applicable)

*Please note:* Curriculum Studies modules which do not follow this pattern are listed alphabetically after Curriculum Studies (Xhosa)

Responsible department: CURRICULUM STUDIES

### 61778 Curriculum Studies (Accounting) [PGCE]

**774 (12) Curriculum Studies (Accounting)**

*Flexible assessment.*

Home department: CURRICULUM STUDIES
61581 Curriculum Studies (Afrikaans)

711 (15) Afrikaans Curriculum Studies [BEdHons]

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

774 (12) Kurrikulumstudie (Afrikaans) [PGCE]

Benaderings tot taalonderrig, kommunikatiewe taalonderrig, visuele en kulturele geletterdheid, teksdinamika, reknaarondersteunde taalonderrig, kreatiwiteit en teksproduksie, skryfonderrig, jeugliteraturu, letterkunde-onderrig.

PP Afrikaans en Nederlands 278 or
PP Afrikaans (Ond) [ISP] 278

Home department: CURRICULUM STUDIES

61689 Curriculum Studies (Art) [PGCE]

774 (12) Curriculum Studies (Art)

Flexible assessment.
Home department: CURRICULUM STUDIES
65846  Curriculum Studies (Business Studies) [PGCE]
774 (12) Curriculum Studies (Business Studies)
Flexible assessment.
Home department: CURRICULUM STUDIES

61638  Curriculum Studies (Economics) [PGCE]
774 (12) Curriculum Studies (Economics)
Flexible assessment.
Home department: CURRICULUM STUDIES

61646  Curriculum Studies (English) [PGCE]
774 (12) Curriculum Studies (English Method)
- Methodology of English as a main language.
- The development of integrated programmes.
- Methodology of English as an additional language.
- Flexible assessment

PP English Studies 278 or
PP Applied English Language Studies 278
Home department: CURRICULUM STUDIES

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

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

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

11566  Curriculum Studies (Information Technology) [PGCE]
774 (12) Curriculum Studies (Information Technology)
Home department: CURRICULUM STUDIES
12473  Curriculum Studies (Life orientation): Physical Education [PGCE]

774 (12) Curriculum Studies [Life Orientation (Physical Education)]
- Life Orientation within the Curriculum and Assessment Policy Statements (CAPS)
- Professional skills expected from a Physical Education teacher
- Life Orientation (Physical Education) learning programme
- Design learning programmes
- Human interaction and the environment
- Cultural and religious diversity in South Africa
- Sustainable lifestyles
- HIV/AIDS education

Flexible assessment

Home department: SPORT SCIENCE

61700  Curriculum Studies (Life orientation): Psychology [PGCE]

774 (12) Curriculum Studies [Life Orientation (Educational Psychology)]
- Human interactions and the environment
- Sustainable life styles
- Cultural and religious diversity in South Africa
- HIV and AIDS education
- Health and well-being
- Life-skills education
- Career education

Flexible assessment

Home department: EDUCATIONAL PSYCHOLOGY

61719  Curriculum Studies (Life sciences) [PGCE]

774 (12) Curriculum Studies (Life Sciences)

Flexible assessment.

Home department: CURRICULUM STUDIES

61808  Curriculum Studies (Mathematics) [PGCE]

774 (12) Curriculum Studies (Mathematics)

Flexible assessment.

Home department: CURRICULUM STUDIES
61816 Curriculum studies (Mathematical literacy) [PGCE]

774 (12) Curriculum Studies (Mathematical Literacy)

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

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

Subject-didactic content
- Constructivist learning theory.
- Classroom culture of problem-centred teaching.
- Learner problems in the mastery of algebra, geometry, probability analysis of learning material.
- Formative and summative assessment

Flexible assessment
Home department: CURRICULUM STUDIES

61727 Curriculum Studies (Music) [PGCE]

774 (12) Curriculum Studies (Music)

Home department: CURRICULUM STUDIES

61743 Curriculum Studies (Natural Sciences) [PGCE]

774 (12) Curriculum Studies (Natural Sciences)

Flexible assessment.
Home department: CURRICULUM STUDIES
### 66478 Curriculum Studies (Physical Sciences) [PGCE]

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<td>774 (12)</td>
<td>Curriculum Studies (Physical Sciences)</td>
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Flexible assessment.

Home department: CURRICULUM STUDIES

### 61786 Curriculum Studies (Religious studies) [PGCE]

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<td>774 (12)</td>
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Home department: CURRICULUM STUDIES

### 61794 Curriculum Studies (Speech and drama) [PGCE]

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<tr>
<td>774 (12)</td>
<td>Curriculum Studies (Speech and Drama)</td>
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Historical perspective, conventions of drama, the Arts and Culture learning area, extracurricular drama activities.

Home department: CURRICULUM STUDIES

### 61824 Curriculum Studies (Xhosa) [PGCE]

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Home department: CURRICULUM STUDIES

### Curriculum Theory [BEd] [IP] (new programme)

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<tr>
<td>2xx (10)</td>
<td>Curriculum Theory (2L)</td>
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<td>CURRICULUM STUDIES</td>
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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]

771 (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

772 (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

773 (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

61263 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, Organizations and Education Policy
The focus of the module Development, Organizations, 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

63576 Didactics (Education Renewal) [BEdHons]

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

Home department: CURRICULUM STUDIES

63584 Didactics (Instructional Leadership) [BEdHons]

764 (18) Didactics (Instructional Leadership)
Leadership and instructional leadership, the relation between leadership and instructional leadership, didactic transformation and effective school leadership, instructional development, leadership for quality education.

Teaching of thinking skills
- Didactic strategies
- A survey of thinking skills programmes
- Curriculum development
- The relationship between curriculum components
- Function of curriculum development in effective didactic situations
- Potential leadership functions
- The empowerment of the teacher as a curriculum functionary

Home department: CURRICULUM STUDIES
**47519 Didactics (Literacy Education, leadership and management) [BEdHons]**

**734 (18) Literacy Education, Leadership and Management**
- Theoretical underpinnings of different kinds of literacy.
- Effective adult-directed communication and learning.
- Reflection on teaching experience and epistemology.
- Teaching approaches to literacy across the curriculum.
- The teacher as literacy leader.

Home department: CURRICULUM STUDIES

**764 (18) Literacy Education, Leadership and Management**
- Teaching and learning strategies to facilitate literacy, cultural diversity, critical thinking
- Evaluation of current teaching approaches and materials.
- Curriculum development and formative assessment.
- Coaching as a model for effective learning.
- A school wide literacy approach.
- The school literacy plan.

*P Didactics (Literacy Education, Leadership and Management) 734*

Home department: CURRICULUM STUDIES

**43346 Didactics (Subject Didactics) [BEdHons] (also refer to subject didactics of Afrikaans, English, Mathematics)**

**734 (18) Subject Didactics**
Aspects of subject pedagogy, applied to individual school subjects, e.g.
- The perspective of the subject
- Outcomes
- Didactic analysis and management of subject matter
- Teachers’ management of learners and the social dynamics of the classroom
- Subject-specific learning theory.

Home department: CURRICULUM STUDIES

**764 (18) Subject Didactics**
Assessment and evaluation, trends in renewal, problems of mastery, role of language and culture in subject education, research methods.

*P Didactics (Subject Didactics) (also refer to subject didactics of Afrikaans, English, Mathematics) 734*

Home department: CURRICULUM STUDIES
57002 Didactics (Subject Didactics of Afrikaans) [BEdHons]

734 (18) Vakdidaktiek Afrikaans

Spesialisering in teoretye se verkenning van een van die volgende:

- Literatuuronderwijs, wat insluit:
  - Literatuuronderwijs in VOO-fase
  - Kinderliteratuur
  - Jeugliteratuur
  - Biblioterapie
  - Leesmotivering, leesondersteuning en leesonderwijs
- Taalonderwijs, wat insluit:
  - Huistaalonderwijs en -assessering in VOO-fase
  - Addisionele taalonderwijs en -assessering
  - Rekenaarondersteunende taalonderwijs
- Skryfonderwijs, wat insluit:
  - Kreatiewe skryfonderwijs
  - Teksdynamika, visuele en kulturele geletterdheid
  - Ontwikkeling van kritiese en kreatiewe denke
- Geletterdheidsonderwijs

Let wel: Die keuse van spesialisasie sal bepaal word deur aanbod (beskikbaarheid van dosente) en aanvraag (studente).

Home department: CURRICULUM STUDIES

764 (18) Vakdidaktiek Afrikaans

Mini-navorsingsgeleentheid met toepassing van teoretye se verkenning in toepaslike skoolsituasie.

P Didactics (Subject Didactics or Afrikaans) 734

Home department: CURRICULUM STUDIES

57029 Didactics (Subject Didactics of English) [BEdHons]

734 (18) English Language Teaching in a Global Perspective

The module is usually steered in one of four directions, depending on students’ interests:

- World Englishes and English language teaching.
- English as a language of learning and teaching.
- English for specific purposes and English for academic purposes.

Research papers must be completed on these aspects of English language teaching.

Home department: CURRICULUM STUDIES
57037 Didactics (Subject Didactics of Mathematics) [BEdHons]

734 (18) Subject Didactics: Mathematics

Perspectives on the nature of mathematics and learning and teaching mathematics, problem-solving and problem-based teaching and learning, diagnostic teaching.

Home department: CURRICULUM STUDIES

764 (18) Subject Didactics: Mathematics

Teaching and learning arithmetic, teaching and learning the arithmetic of whole numbers (integers), teaching and learning initial algebra, teaching and learning geometry, technology in the teaching and learning mathematics.

P Didactics (Subject Didactics of Mathematics) 734

Home department: CURRICULUM STUDIES

61530 Diversity and Inclusivity [PGCE]

774 (12) Diversity and Inclusivity

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

Main themes:

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

Home department: EDUCATION POLICY STUDIES
Drama Teaching [PGCE] (new programme)

7xx (20) Drama Teaching (4L)

This module places emphasis on various topics within the subject Dramatic Arts as taught at the FET phase on school level. The course 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 specialization subject.

Flexible assessment

*PP Drama B-degree (at least 48 credits) or the equivalent.*

Home department: CURRICULUM STUDIES

Earth and Beyond [ADE (Senior Phase Natural Sciences Teaching)]

771 (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

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

xxxxx Economic and Management Sciences (Ed) [BEd] [IP] (new programme)

1xx (15) Economic and Management Sciences (Ed) (2L)
This module provides an overview of the nature and scope of business management principles and its application in practice. The focus is on the role of business in society, entrepreneurship, business functions, introduction to Accounting and introduction to Economics. Students are also introduced to the curriculum policy for EMS education.
Home department: CURRICULUM STUDIES
2xx (15) Economic and Management Sciences (Ed) (3L)
This module provides extended knowledge of entrepreneurship, accounting, the marketing function and strategies, and the dynamics of the markets. It also focuses on pedagogical principles for effective EMS-teaching, lesson planning and the preparation for microteaching.

PP Economic and Management Sciences (Ed) 1xx
Home department: CURRICULUM STUDIES

3xx (15) Economic and Management Sciences (Ed) (3L)
This module provides extended knowledge of the human resources function, public relations function, Accounting, economic pursuits, different forms of saving, as well as the South African population and labour force. It also focuses on pedagogical principles for effective EMS teaching, lesson planning and the preparation for microteaching.

PP Economic and Management Sciences (Ed) 2xx
Home department: CURRICULUM STUDIES

4xx (15) Economic and Management Sciences (Ed) (3L)
This module provides extended knowledge of operations management, purchasing and supply management, strategic management, South Africa’s economic goals and contemporary economic issues, analysis and interpretation of accounts and the preparation of financial statements. It also focuses on pedagogical principles for effective EMS-teaching, lesson planning and the preparation for practical school teaching.

PP Economic and Management Sciences (Ed) 3xx
Home Department: CURRICULUM STUDIES

61638 Economics Teaching [PGCE] (new programme)

7xx (20) Economics Teaching (4L)
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 Educational assessment
- Psychological assessment
- Report writing in Educational Psychology
- Assessment for career development

Home department: EDUCATIONAL PSYCHOLOGY

xxxxx Educational Evaluation and Research [BEd] [IP] (new programme)

3xx (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

xxxxx Educational Leadership and Management [PGCE] (new programme)

7xx (6) Educational Leadership and Management (2L)
The aim of the module on Education, Policy and Management (PGCE) is to introduce students to critical theoretical frameworks and approaches with regards 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
**13466 Educational Leadership and Management [BEdHons]**

**744 (15) Educational Leadership and Management**

The aim of the module 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 interconnecting themes, namely:

- Conceptions of educational leadership and management
- Educational leadership in South African contexts
- Leadership, diversity and gender

*Flexible assessment*

Home Department: EDUCATION POLICY STUDIES

**49221 Educational Perspectives [ADE (Teaching)]**

**771 (6) Educational perspectives**

Educational perspectives including: Knowledge of education systems, knowledge of educational contexts and understanding of educational policies

Home department: SUNCEP

**12294 Educational-psychological Assessment [BEdHons]**

**734 (18) Educational-psychological Assessment Assessment theory**

- Writing professional reports
- Ethical assessment practice
- Referral of clients

Home department: EDUCATIONAL PSYCHOLOGY

xxxxx **Educational Psychology [BEd] (new programme)**

**2xx and 2xx (10) Development and Learning [IP and FP] (2L, 1T)**

- Contextualisation of human development
- Development including theoretical perspectives and developmental dimensions
- Learning theories

*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
4xx and 4xx (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

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21903 Educational Psychology [BEd] (old programme)

124 (10) Development and Learning (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

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378 (20) Learner Diversity [ISP] (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

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388 (20) Learner Diversity [FP] (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 [ISP and FP] (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

xxxxx Educational Psychology [PGCE] (new programme)

7xx (8) Educational Psychology (2L)
- Adolescence as developmental phase
- The learning process (including learning theories, learning preferences and cognitive strategies)
- Different barriers to learning and development
- Learning support

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
764 (12) General Educational Research [BEdHons]
- Introduction to Educational Research
- Theoretical/philosophical aspects of educational research
- Qualitative research methods in Education
- Quantitative research methods in Education

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

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

12471 Education and Society [BEdHons]

764 (18) Education and Society
- The relationship between educational processes and social change, with reference to international comparative debates and a strong theoretical basis in functionalism, conflict, social interactional and post-modern theories.
- The complex processes of social change in South Africa and the country’s educational reform initiatives during the past twenty years.
- The relationship between the goals of equity and development on the one hand and educational reform on the other.

Home department: EDUCATION POLICY STUDIES
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
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

61875 Education Governance, Leadership and Management [PGCE]

774 (12) Perspectives on the Education System
- Classrooms in local, national and global contexts.
- School governance and management in a democratic context.
- Dealing with contemporary management challenges for teachers (e.g. discipline, change, community relations, accountability, diversity, quality assurance).
- Taking the initiative and responsibility for your own class.
- The educator and the law: the legal system (constitution, human rights and education legislation); duty of care and crimes against children; selected legal topics, e.g. defamation, labour law.

Home department: EDUCATION POLICY STUDIES

49255 Education Management [BEdHons]

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

Home department: EDUCATION POLICY STUDIES
61255 Education Management, Leadership and Policy [MEd (Education Policy Studies)]

872 (18) Education Management, Leadership and Policy
Discussion of themes in education management and educational leadership, including leadership and change, management, governance and governing bodies, people, leadership in the organisation.
Home department: EDUCATION POLICY STUDIES

47529 Education Organisation Management [BEdHons]

734 (18) Education Organisation Management
Organisational culture and climate, management of organisational change, the school as an organisation in the South African context, diversity and internationalisation
Home department: EDUCATION POLICY STUDIES

xxxxx Education Policy and Management [BEd]

3xx (10) Education Policy and Management [FP and IP] (2L)
The aim of the module on Education, Policy and Management (BEd) is to introduce students to theoretical frameworks and approaches with regards 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

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

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

xxxxx English (Ed) [BEd] [FP] (new programme)

2xx (15) English (Ed) (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 178 and
PP Introduction to Language Education and Academic Literacy 1xx
To be taken simultaneously with Language Education 2xx
Home department: CURRICULUM STUDIES

3xx (15) English (Ed) (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 2xx and
PP Language and Literacy Education 2xx
To be taken simultaneously with Language Education 3xx
Home department: CURRICULUM STUDIES
4xx (15) English Home Language (Ed) and English First Additional Language (Ed) (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 3xx*

Home department: CURRICULUM STUDIES

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<thead>
<tr>
<th>English (Ed) [BEd] [IP] (new programme)</th>
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</table>

2xx (15) English Home Language (Ed) and English First Additional Language (Ed) (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 178 and PP Introduction to Language Education and Academic Literacy 1xx*

Home department: CURRICULUM STUDIES

3xx (30) English Home Language (Ed) and English First Additional Language (Ed) (1L, 2T)

This course 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 course will furthermore equip students with the necessary foundation to teach and assess learners’ oral skills and to appreciate and evaluate oral forms of literature.

*Flexible assessment.*

*PP English Home Language Education 2xx or English First Additional Language 2xx; and PP Language Core Module 2xx*

Home department: CURRICULUM STUDIES

4xx (15) English First Additional Language (Ed) (1L, 2T)

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*

Home department: CURRICULUM STUDIES
4xx (15) English Home Language (Ed) (3L, 1T)
This course 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 Education 3xx, passed with at least 65%; and
PP Language Education 3xx

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

xxxxx English language and literature [BEd] (new programme)

1xx and 1xx (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

12769 English Medium [PGCE]

772 (6) English Medium
The effective use of English as a tool of communication and as a medium of instruction.

Flexible assessment

Home department: CURRICULUM STUDIES
53880 English Studies

178 (24) Language and Literature 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. The module is taught by means of one lecture and two small group seminars per week.

All students take the following lecture components:
- Text and Context
- Film Studies
- Prose Fiction
- Drama

In the small group seminars, students engage with the lecture material and in addition analyse a range of short stories and poetry.

Notes

1. The Department follows a system of continuous assessment, with marks accruing from formal tests and tutorial written work which includes essays. See Course Prospectus for details.
2. The pass mark for English 178 is 50%, with a sub-minimum of 50% required in the test component of the final mark, and a sub-minimum of 50% required in the essay/tutorial mark component of the final mark.
3. Full details of the modules may be found in the Course Prospectus, available from the Department, or on the Department’s web site at http://sun025.sun.ac.za/portal/page/portal/Arts/Departments/english

Home department: ENGLISH

278 (32) Reading Literature and Culture (3L, 1S)

The module focuses on prevalent themes and developments in Early Modern and Enlightenment literature, and on the way in which historically and culturally specific preoccupations develop across time and in different places. Of particular interest here is the idea and uses of periodicity in literary studies. Given our location in South Africa (and the African continent), the period from the 16th to the late 19th centuries is of special interest, as it involved enormous European expansion and the colonisation of large parts of the globe. This module attends to the contestation and transformation of concepts and genres during this period as they travelled to new places and encountered different ways of thinking. By exploring themes related, amongst others, to emergent urban cultures, the rise of the autonomous subject, the confessional self, travel and encounters with others, the course maps the literary dissemination of ideas and forms in an increasingly interconnected world. The module is taught by means of lectures and seminars (in the case of second semester seminars students are able to choose from a range of topics as set out in the Course Prospectus).
Notes
1. The Department follows a system of continuous assessment, with marks accruing from formal tests and tutorial written work which includes essays. See Course Prospectus for details.
2. The pass mark for English 278 is 50%, with a sub-minimum of 50% required in the test component of the final mark, and a sub-minimum of 50% required in the essay/tutorial mark component of the final mark.
3. Full details of the module may be found in the Course Prospectus, available from the Department, or on the Department’s web site at: http://sun025.sun.ac.za/portal/page/portal/Arts/Departments/english

**PP English Studies 178**
Home department: ENGLISH

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<th>xxxxx</th>
<th>English Teaching [PGCE] (new programme)</th>
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<td>7xx (20) English Teaching (2L, 2P)</td>
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<tr>
<td>The principals of English language acquisition and development in a global and South African context, taking local curricula and English language needs into account.</td>
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*Flexible assessment*

**PP 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.**

Home Department: CURRICULUM STUDIES

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<tr>
<th>49204</th>
<th>Environmental Education</th>
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<td>734 (18) Environmental Education [BEdHons]</td>
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<td>- Environment and crisis.</td>
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<td>- Environmental Education as a response.</td>
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Home department: CURRICULUM STUDIES

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<th>872 (40) Specialisation in Environmental Education [MEd (Curriculum Studies)]</th>
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Home department: CURRICULUM STUDIES
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<tr>
<th>Course Code</th>
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<th>Credit Hours (Practical/Contact)</th>
<th>Description</th>
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<tbody>
<tr>
<td>61018</td>
<td><strong>Ergonomics [BScHons (Biokinetics)]</strong></td>
<td>775 (20) Ergonomics</td>
<td>Ergonomics.</td>
<td>SPORT SCIENCE</td>
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<tr>
<td>61204</td>
<td><strong>Exercise Physiology</strong></td>
<td>743 (12) Exercise Physiology [BScHons (Sport Science)]</td>
<td>Exercise physiology.</td>
<td>SPORT SCIENCE</td>
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<tr>
<td>61220</td>
<td><strong>Exercise Psychology [BScHons (Sport Science)]</strong></td>
<td>713 (12) Exercise Psychology</td>
<td>Exercise psychology.</td>
<td>SPORT SCIENCE</td>
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<tr>
<td>61212</td>
<td><strong>Exercise Science [BScHons (Biokinetics)]</strong></td>
<td>771 (30) Exercise Science</td>
<td>Exercise science.</td>
<td>SPORT SCIENCE</td>
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<tr>
<td>61026</td>
<td><strong>Facilitation Skills [MPhil Education and Training for Lifelong Learning]</strong></td>
<td>875 (20) Perspectives</td>
<td>Perspectives.</td>
<td>CURRICULUM STUDIES</td>
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</tbody>
</table>
**56847 Financial Mathematics [ADE FET (Mathematics Teaching)]**

**771 (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

**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)]**

**771 (3) General Pedagogy 1**

Learning Theories, Instructional Theories, Educational Psychology

Home department: SUNCEP

**772 (3) General Pedagogy 2**

Continuation of the module followed in the first year of study.

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
Geography Teaching [PGCE] (new programme)

7xx (20) Geography Teaching (2L)
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 course 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 specialization 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

Geometry [ADE (FET Mathematics Teaching)]

771 (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

German Teaching [PGCE] (new programme)

7xx (20) German Teaching (2L)
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
Grade R Theory and Practice [BEd] [FP] (new programme)

2xx (15) Grade R Theory and Practice (3L)
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

History and Sociology of Education [PGCE] (new programme)

7xx (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

61395 History of Sport [BScHons (Sport Science)]

745 (12) Sport History
Sport history.

Home department: SPORT SCIENCE
History Teaching [PGCE] (new programme)

7xx (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

ICT for Learning [BEd] (new programme)

1xx (10) Information Communication Technologies for Learning (ICT) [FP]
(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

2xx (10) Information Communication Technologies for Learning (ICT) [IP]
(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

#### 724 & 729 (18) Inclusive Education [BEdHons]
- The movement towards inclusive education
- Inclusive education in schools and classrooms
- Support networks
- Learning diversity

Home department: EDUCATIONAL PSYCHOLOGY

#### 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
Information Technology Teaching [PGCE] (new programme)

7xx (20) Information Technology Teaching (2L)
This module places emphasis on various topics within the subject Information Technology taught at the FET phase school level. The course 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 specialization 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

Interpretive Research [BEdHons]

13458 Interpretive Research

711 (5) Interpretive Research
- Interpretive research
- Scientific knowledge
- Practitioner research

Flexible assessment
Home department: DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Introduction to Educational Research [PGCE]

61565 Introduction to Educational Research [PGCE]

772 (8) Introduction
Introduction and overview of research, approaches to research, research methods, the teacher as researcher.

Flexible assessment
Home department: CURRICULUM STUDIES

Introduction to Language Education [BEd] (new programme)

1xx (5) Introduction to Language Education [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
170 (5) Introduction to Language Education [FP] (1L)
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

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

61999 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

61077 Kinanthropometry [BScHons (Sport Science)]

715 (12) Kinanthropometry
Kinanthropometry.
Home department: SPORT SCIENCE

11264 Kinder Kinetics Theory [BScHons (Sport Science)]

772 (12) Kinder Kinetics
Gross motor development of children.
Home department: SPORT SCIENCE
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Description</th>
<th>Home department</th>
</tr>
</thead>
<tbody>
<tr>
<td>19305</td>
<td>Kinesiology</td>
<td>162 (8) Anatomy (2L, 1P)</td>
<td>Anatomical and movement terminology; structure and function of tissue types of the human body; knowledge of the human body as a unit of mobility (skeletal and muscular) structure and function; knowledge of selected supporting systems to the mobility unit.</td>
<td>SPORT SCIENCE</td>
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<tr>
<td></td>
<td>182 (8) The Sport Experience (2L, 2P)</td>
<td></td>
<td>Sport performance as a personal experience; demonstration, strategies, insight, enhancement of selected team and individual sport types played by different cultural groups in Southern Africa. <strong>Flexible assessment.</strong></td>
<td>SPORT SCIENCE</td>
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<tr>
<td></td>
<td>332 (8) Peak Performance (2L)</td>
<td></td>
<td>Programme design through principles of classification and the application thereof on elite sport performance. Periodisation of training. Recovery strategies.</td>
<td>SPORT SCIENCE</td>
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<tr>
<td></td>
<td>342 (8) Sociological and Psychological Aspects of Sport Performance (2L)</td>
<td></td>
<td>Relationship between sport and social institutions; specific considerations for the coaching of children; the sport credo; sport and the media; use of specific psychological skills for enhancement of sport performance; psychometrics.</td>
<td>SPORT SCIENCE</td>
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<td></td>
<td>352 (8) Tests and Measurement (2L)</td>
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<td>Principles of valid and reliable assessment of fitness and sporting performance by means of statistical techniques and general assessment strategies.</td>
<td>SPORT SCIENCE</td>
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<td></td>
<td>372 (8) Values and Ethics in Professional Applications (2L, 2P)</td>
<td></td>
<td>Philosophical context of physical activities; social and cultural tendencies with regards to physical activities in SA; heterogeneous groups and physical activity; moral behaviour in physical activity, sport and recreation.</td>
<td>SPORT SCIENCE</td>
</tr>
</tbody>
</table>
**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

<table>
<thead>
<tr>
<th>xxxxx Language and Literacy Education (Afrikaans Home Language and First Additional Language) [BEd] [FP] (new programme)</th>
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<tbody>
<tr>
<td><strong>2xx (15) Language and Literacy Education (3L)</strong></td>
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<tr>
<td>The module Language and Literacy Education (Home language and First Additional Language) exposes students to relevant content and pedagogical knowledge to ensure effective Language and Literacy Instruction in the Foundation Phase (Grades R to 3).</td>
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<tr>
<td><em>PP Afrikaans en Nederlands 178 or</em></td>
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<tr>
<td><em>PP Afrikaans Language Acquisition 178</em></td>
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<tr>
<td>Home department: CURRICULUM STUDIES</td>
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</table>

<table>
<thead>
<tr>
<th>xxxxx Language Education [BEd] (new programme)</th>
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<tbody>
<tr>
<td><strong>2xx and 2xx (5) Core Module [IP and FP] (1L)</strong></td>
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<tr>
<td>An introduction to socio-cognitive and cultural approaches to literacy in different contexts with diverse leaners and a focus on the principles of reading and writing.</td>
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<tr>
<td><em>Prerequisites:</em></td>
</tr>
<tr>
<td>- Introduction to language education 1xx</td>
</tr>
<tr>
<td>- Any two of English, Afrikaans or isiXhosa on first year level</td>
</tr>
<tr>
<td>- Compulsory: Must be taken simultaneously with two of the three language modules on second year level.</td>
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<tr>
<td>Home department: CURRICULUM STUDIES</td>
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</tbody>
</table>
3xx and 3xx (5) Core Module [FP and IP] (1L, 1T)

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 2xx and 2xx;
- Two of English, Afrikaans or isiXhosa at second year level.

Home Department: CURRICULUM STUDIES

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**Language of Teaching and Learning (LoLT) & Academic Language Development [BEd] (new programme)**

4xx (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 LoTL; 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

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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
47531 Language Policy and Planning in Education [BEdHons]

734 (18) Language Policy and Planning in Education

- SA and international contexts of language planning in education
- Research into language attitudes and expectations
- Development of a policy

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
61832 Learning and Learning Support [PGCE]

774 (12) Learning and Learning Support
- Adolescence and developmental phases.
- The learning process (taking into account different leaning theories, learning and thinking styles and cognitive strategies).
- Different barriers to learning and development.
- Learning support in the inclusive classroom
- Emotional and behaviour problems in the classroom

Flexible assessment
Home department: EDUCATIONAL PSYCHOLOGY

13461 Learning Challenges [BEdHons]

744 (15) Learning Challenges

Assessment: Assignments and a written examination
Home department: EDUCATIONAL PSYCHOLOGY

51241 Learning Support [BEdHons]

765 & 769 (18) Learning Support
- Introductory orientation to learning support
- Educational assessment and learning support
- The learning support practice

Home department: EDUCATIONAL PSYCHOLOGY

13462 Learning Support [BEdHons] (new programme)

744 (15) Learning Support

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

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
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

[xxxxx Life Orientation Teaching [PGCE] (new programme)]

7xx (20) Life Orientation Teaching (3L)

- 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.
- Sport Science is recommended.

Home department: EDUCATIONAL PSYCHOLOGY
13452 Life Sciences [ADE (SP Natural Sciences Teaching)]

771 (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

xxxxx Life Sciences Teaching [PGCE] (new programme)

7xx (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 course 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 specialization 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 7xx.

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 7xx.

Home department: CURRICULUM STUDIES
**Life Skills [BEd] [FP] (new programme)**

1xx (15) Life Skills (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

2xx (10) Life Skills: Music (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

2xx (10) Life Skills: Visual Art (2L)

Use and Apply art techniques and processes to develop creative, expressive and innovative individuals.

Home department: CURRICULUM STUDIES

3xx (10) Life Skills: Dance and Drama (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
4xx (15) Life Skills: Physical Education (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

xxxxx **Life Skills [BEd] [IP] (new programme)**

1xx (15) Life Skills (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

2xx (10) Life Skills: Music (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

2xx (10) Life Skills: Visual Art (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
3xx (10) Life Skills: Dance and Drama (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

4xx (15) Life Skills: Physical Education (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

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)]

771 (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)]

771 (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)]

771 (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
Education

- 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)]**

**771 (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)]**

**771 (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)]

771 (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

xxxxx Mathematical Literacy Teaching [PGCE] (new programme)

7xx (20) Mathematical Literacy Teaching (4L)

This module places emphasis on various topics within the subject Mathematical Literacy taught at the FET phase school level. The course 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 specialization 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
54860 Mathematics (Ed) [BEd] [FP] (old programme)

284 (15) Mathematics (Ed) (3L)
- Teaching mathematics in the Foundation Phase.
- Characteristics and theoretical underpinnings of transmission teaching, mediation and problem-centred Mathematics.
- Classroom culture as a determining factor in learning outcomes.
- The development of number concepts and computing methods in learners.
- Teaching fractions in the Foundation Phase.
- Initial geometry (space, visualisation, positioning, orientation).
- The didactics of geometry.

Flexible assessment

PP Mathematics (Ed) 178
Home department: CURRICULUM STUDIES

384 (15) Mathematics (Ed) (3L)
- Meaning of basic operations, basic problem types, meanings of whole numbers and fractions, properties of operations.
- Detailed study of spontaneous computing methods in learners.
- Problem-based Mathematics education in the Foundation Phase: theory and practice.
- Pre-algebra teaching.
- Introduction to the teaching of data handling.

Flexible assessment

PP Mathematics (Ed) [FP] 284
Home department: CURRICULUM STUDIES

484 (15) Mathematics (Ed) (3L)
- Interpretation of the South African Mathematics curriculum for the Foundation Phase.
- Different levels and forms of mathematical guidance and teacher involvement in social interaction.
- Comparative study of different problem-based teaching practices.
- Dealing with individual differences between learners: assessment and equality.
- The didactics of measurement.
- The role of technology in Mathematics teaching.

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

xxxxx Mathematics (Ed) [BEd] [FP] (new programme)

1xx (15) Mathematics (Ed) (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 course 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
2xx (15) Mathematics (Ed) (3L)
- Teaching mathematics for understanding in the Foundation Phase.
- Characteristics and theoretical underpinnings of transmission teaching, mediation and problem-centred Mathematics.
- The mathematical development of a child from 0-7 years.
- The development of number concepts and computing methods in learners. Intuitions and limiting constructions in whole number arithmetic.
- Classroom culture as a determining factor in learning outcomes.
- Teaching fractions in the Foundation Phase.
- Initial geometry (space, visualisation, positioning, orientation) and the teaching thereof.

Flexible assessment

PP Mathematics (Ed) 1xx
Home department: CURRICULUM STUDIES

3xx (15) Mathematics (Ed) (3L)
- Problem-centred Mathematics teaching in the Foundation Phase: theory and practice.
- Teaching of mathematics for understanding.
- Meaning of basic operations, basic problem types, meanings of whole numbers and fractions, properties of operations and computing strategies.
- Detailed study of spontaneous computing methods in learners.
- The development of algebraic thinking and language in early algebra teaching.
- The development of statistical thinking and concepts in data handling.
- The theory and practice of mathematical modelling in Foundation Phase.
- The crucial role of reflective thinking and metacognition in effective mathematics teaching and learning.

Flexible assessment

PP Mathematics (Ed) [FP] 2xx
Home department: CURRICULUM STUDIES

4xx (15) Mathematics (Ed) (3L)
- Problem-centred Mathematics teaching in the Foundation Phase: theory and practice.
- Teaching of Mathematics for understanding.
- Interpretation of the South African Mathematics curriculum for the Foundation Phase.
- Forms and levels of mathematical guidance and teacher involvement in social interaction in the Mathematics classroom.
- Comparative study of different problem-centred teaching practices.
- Dealing with individual differences between learners: assessment and equality.
- The teaching of measurement.
- The role of technology in Mathematics teaching.
- The implementation of mathematical modelling in the Foundation Phase.

*Flexible assessment*

**PP Mathematics (Ed) [FP] 3**

Home department: CURRICULUM STUDIES

<table>
<thead>
<tr>
<th>Mathematics (Ed) [BEd] [IP] (new programme)</th>
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**1** (15) Mathematics (Ed) (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 course 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

**2** (15) Mathematics (Ed) (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 course is intended for second year Mathematics Education students only.

*Flexible assessment.*

**PP Mathematics Education**

Home department: CURRICULUM STUDIES

**3** (20) Mathematics (Ed) (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 Education students only.

*Flexible assessment.*

**PP Mathematics Education**

Home department: CURRICULUM STUDIES
4xx (20) Mathematics (Ed) (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 is the
notion of elementary mathematics from an advanced mathematical viewpoint. The course is
intended for second year Mathematics Education students only.
Flexible assessment.
PP Mathematics Education 3xx
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

xxxxx Mathematics Teaching [PGCE] (new programme)

7xx (20) Mathematics Teaching (4L)
The main aim of this course is to provide student teachers with an education in the teaching and
learning of Mathematics. The material covered in this course 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]

771 (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

772 (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

57258 Mental Health [BEdHons]

714 (18) Mental Health

- Theoretical framework
- Mental health in the South African context
- Psychopathology

Home department: EDUCATIONAL PSYCHOLOGY
**61123 Motor Control [BScHons (Sport Science)]**

711 (12) Motor Control

Motor control.

Home department: SPORT SCIENCE

**61131 Motor Learning [BScHons (Sport Science)]**

741 (12) Motor Learning

Motor learning.

Home department: SPORT SCIENCE

**44229 Movement Education Sport and Recreation**

212 (8) Teaching and Programme Development (2L, 4P)

Teaching expertise, management skills and motivational strategies, design of physical activity programmes, planning and presenting teaching.

Home department: SPORT SCIENCE

222 (8) Adapted Movement Programmes (2L)

The importance of correct body alignments for successful motor performance; analysis of causes of posture deviations; introductory knowledge of various disabilities.

Home department: SPORT SCIENCE

242 (8) Sport and Recreation Management (2L)

Principles of planning, organising, leading and control in sport and recreation; marketing management: market differentiation, identification of target groups, needs assessment, formulation of objectives, marketing strategies, the marketing recipe and strategic planning.

Home department: SPORT SCIENCE

282 (8) Structure of Physical Activities (2L, 5P)

Performance enhancement in various sport types and movement forms; team co-operation; social behaviour within the physical environment; teaching tips and incentives; learning of motor skills and development of fitness; knowledge of the role of a coach, official and referee.

*Flexible assessment.*

*PP Sport Science 184 or PP Kinesiology 182*

Home department: SPORT SCIENCE
**47525 Multilingual Teaching [PGCE]**

**774 (12) Multilingual Teaching in Multilingual Contexts**

- Registration for this module is done after students have written placement tests for both Afrikaansmedium 172 and English Medium 172. If they obtain 65% or more in the placement tests, they may register for Multilingual Teaching 172(12) instead of Afrikaansmedium 172(6) and English Medium 172(6).
- The module focuses on multilingual teaching strategies, including code switching and translation. Awareness of the role of language in teaching is heightened.

*Flexible assessment*

Home department: CURRICULUM STUDIES

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**47527 Multilingual Education [BEdHons]**

**734 (18) Multilingual Education**

- The multilingual context in SA.
- Principles of multilingual education and international comparisons.

Home department: CURRICULUM STUDIES

**764 (18) Multilingual Education**

- Multilingual teaching strategies and their influence on language proficiency
- Multilingual assessment

*PP Multilingual Education 734*

Home department: CURRICULUM STUDIES

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**xxxxx Music Teaching [PGCE] (new programme)**

**7xx (20) Music Teaching (2L)**

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 course 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
Natural Sciences (Ed) [BEd] [IP] (new programme)

1\textsuperscript{st} (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 course 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.*

Home department: CURRICULUM STUDIES

2\textsuperscript{nd} (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 course 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.*

*PP Natural Sciences (Ed) [IP] 1\textsuperscript{st}*

Home department: CURRICULUM STUDIES

3\textsuperscript{rd} (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 course 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*

*PP Natural Sciences (Ed) [IP] 2\textsuperscript{nd}*

Home department: CURRICULUM STUDIES

4\textsuperscript{th} (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 course 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*

*PP Natural Sciences (Ed) [IP] 3\textsuperscript{rd}*

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]

771 (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

772 (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]

772 (22) Number 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

773 (22) Number 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

774 (22) Number 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)]

771 (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)]**

771 (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)]**

771 (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)]**

771 (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)]**

771 (15) Pedagogical Content Knowledge of Physical Science Teaching

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)]**

771 (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 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
**Philosophy of Education [BEd] (new programme)**

4xx and 4xx (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

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

Home department: EDUCATION POLICY STUDIES

734 (18) Themes in the Philosophy of Education [BEdHons]

Philosophical tools in Education: empiricism and positivism, interpretive approaches such as phenomenology and pragmatism, critical theory, post-structuralism, feminism.

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

Home department: EDUCATION POLICY STUDIES

872 (18) Philosophy [MEd (Education Policy Studies)]

Philosophy of educational leadership.

Home department: EDUCATION POLICY STUDIES
**57142  Philosophy of Education [PGCE]**

**774 (12) Themes in the Philosophy of Education**

Critical thinking and philosophical research methodology, practical reasonableness, fairness and classroom practice, democratic education: rights and responsibilities, sensitivity to any form of discrimination, the democratic classroom, the complexity of inculcating values in schools in a democratic South Africa, the relationship between education and society, globalisation and education; market forces, consumer desires and identity, post-structuralism and colonialism, education and identity.

Home department: EDUCATION POLICY STUDIES

**6xx  Philosophy of Education [PGCE] (new programme)**

**7xx (8) Philosophy of Education (2L)**

This module makes students aware that practically everything done in education today reflects some philosophical point of view, but that point of view may not be readily apparent to the student, the parent, or even the educator/teacher. Educators need to see that philosophy of education can make a difference in their outlook or activities regarding education, and they should use philosophical ideas and thought patterns in ways that can lead 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

**6xx  Physical Education Teaching [PGCE] (new programme)**

**7xx (20) Physical Education Teaching (2L)**

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

**6xx  Physical Sciences Teaching [PGCE] (new programme)**

**7xx (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 course 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 specialization 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

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### 12998 Physics [ADE (FET Physical Science Teaching)]

**771 (30) Physics**

- After completion of the module the student will have an integrated knowledge of Physics fundamentals and skills in the South African educational context including:
  - Mechanics (Vectors, scalars, motion, Newton’s Laws, momentum, impulse, projectile motion, work, energy and power)
  - Waves, Sound and Light (Transverse waves, longitudinal waves, sound, electromagnetic radiation, geometric optics, 2D and 3D wave fronts and Doppler effect)
  - Electricity and Magnetism (Magnetism, electrostatics, electromagnetism, electric circuits and electrodynamics)

Home department: SUNCEP

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### 13453 Physics [ADE (SP Natural Sciences Teaching)]

**771 (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

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**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

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**xxxxx Practical Learning [BEd] (new programme)**

**1xx (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

**1xx (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

**2xx (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, based on a thorough understanding of practice-based knowledge.

*PP Practical Learning 1xx and specialized teaching subjects of year 1 (two languages and Mathematics)*

Home department: CURRICULUM STUDIES
Students who select Bachelor of Education in the 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.

*PP Practical Learning 1xx and specialized teaching subjects of year 1 (i.e. Natural Sciences 1xx and Social Sciences 1xx)*

Home department: CURRICULUM STUDIES

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-3, based on a thorough understanding of practice-based knowledge.

*PP Practical Learning 2xx and specialized teaching subjects of year 2 (two languages and Mathematics)*

Home department: CURRICULUM STUDIES

Students who select Bachelor of Education in the 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.

*PP Practical Learning 2xx and specialized teaching subjects of year 2 (i.e. Natural Sciences 2xx and Social Sciences 2xx)*

Home department: CURRICULUM STUDIES

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-3, based on a thorough understanding of practice-based knowledge.

*PP Practical Learning 3xx and specialized teaching subjects of year 3 (two languages and Mathematics)*

Home department: CURRICULUM STUDIES

Students who select Bachelor of Education in the 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.

*PP Practical Learning 3xx and specialized teaching subjects of year 3 (i.e. Natural Sciences 3xx and Social Sciences 3xx)*

Home department: CURRICULUM STUDIES
Practical Learning [PGCE] (new programme)

7xx (32) Practical Learning
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

64831 Professional practice in sport science [BScHons (Sport Science)]

773 (30) Professional Practice

- Theoretical foundation for practising in either high-performance sport or children’s physical activities.
- Models of professional practice, including assessment, programme design and methods of presentation.
- The challenge of responding to diversity in the contexts of sport and physical activity.

Flexible assessment
Home department: SPORT SCIENCE
Religion(s) Studies Teaching [PGCE] (new programme)

7XX (20) Religion(s) Studies Teaching (2L)
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

Research for Education Policy Studies [MEd (Education Policy Studies)]

872 (18) Research
Research.

Home department: EDUCATION POLICY STUDIES

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

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

11265 Research Project [BScHons (Sport Science) (Kinder Kinetics)]

771 (30) Research Project
Research methods.
Home department: SPORT SCIENCE

54895 Research Project [BScHons (Biokinetics)]

773 (30) Research Project
Project.
Home department: SPORT SCIENCE

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 (Education Policy 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
Social Sciences (Ed) [BEd] [IP] (new programme)

1xx (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.*

Home department: CURRICULUM STUDIES

2xx (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 1xx**

Home department: CURRICULUM STUDIES

3xx (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 2xx**

Home Department: CURRICULUM STUDIES
4xx (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 3xx**
Home department: CURRICULUM STUDIES

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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
Sociology of Education [BEd] (new programme)

3xx (10) Sociology of Education [FP and 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

11262 Sociological Perspectives in Education [MEd (Education Policy Studies)]

872 (18) Sociology of Education Policy
Further particulars are provided under the alphabetically listed names of the subjects in the programme.

Home department: EDUCATION POLICY STUDIES

13565 Space and Shape [ADE]

771 (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

772 (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

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

61387  **Sport for Persons with Disabilities [BScHons (Sport Science)]**

772 (12) **Sport for Persons with Disabilities**
Sport and physical activity for persons with disabilities.

Home department: SPORT SCIENCE

42935  **Sport Psychology [BScHons (Sport Science)]**

712 (12) **Sport Psychology**
Sport psychology.

Home department: SPORT SCIENCE

54607  **Sport Science**

112 (8) **Applied Anatomy (2L, 1P)**
Anatomical and movement terminology; structure and function of the main tissue types of the human body, structure and function of the mobility unit of the human body and support systems.

Home department: SPORT SCIENCE
142 (8) Sport Psychology (2L)
Participation motivation; achievement motivation; personality and physical activity; anxiety and motor achievement; attention in sport; aggression in sport; team cohesiveness; spectators in sport; exercise psychology; exercise adherence; psychology of injuries; psychometrics.
Home department: SPORT SCIENCE

184 (12) The Sport Experience (3L, 1P)
Demonstration of, strategies for and insight into the enhancement of selected team sports and individual sports played by different cultural groups in Southern Africa.
Flexible assessment
Home department: SPORT SCIENCE

222 (8) Motor Learning (2L)
Perceptual-motor development and behaviour; perceptual-motor learning taking the learning environment into consideration; the role of perception and decision-making in sport performance.
Home department: SPORT SCIENCE

232 (8) Exercise Physiology (2L)
Aerobic and anaerobic metabolism during exercise; acute cardiovascular, respiratory and muscle responses to endurance and resistance training; effect of strength and endurance training on physiological systems and the physiological mechanisms of training.
For the programme BA (Sport Science): P Physiology 114, 144
Home department: SPORT SCIENCE

252 (8) Sport Physiology (2L)
Physiological factors that influence sport performance; physiological training principles and adaptations; training for special populations; nutrition and sport performance; training at altitude; legal and illegal ergogenic aids in sport.
For the programme BA (Sport Science): P Physiology 114, 144
Home department: SPORT SCIENCE

262 (8) Applied Biomechanics (2L, 1P)
Kinematic and kinetic concepts for the analysis of human movement; the biomechanics of human upper and lower body limbs and spinal column; linear and angular kinematics and kinetics of human movement; equilibrium and human movement; human movement in a fluid medium; applications of biomechanical principles in qualitative analysis of sport skills and exercise.
P Kinesiology 112 or 162
Home department: SPORT SCIENCE
312 (6) Sports Injuries (2L)
Classification of injuries, causes of strain injuries, heat injuries, running injuries, strain injuries in
cycling, dance injuries, muscular and tendon injuries.
Home department: SPORT SCIENCE

322 (6) Peak Performance (2L)
Programme design using principles of classification and their application to elite sporting
performance.
Home department: SPORT SCIENCE

332 (6) Tests and Measurement (2L)
Principles of valid and reliable assessment of fitness and sporting performance by means of
statistical techniques and general assessment strategies.
Home department: SPORT SCIENCE

342 (6) Sports Psychology and Sociology (2L)
Relationship between sport and social institutions; the sport credo; social values and sport; use of
specific psychological skills to enhance sporting achievement; psychometrics.
Home department: SPORT SCIENCE

352 (6) Sport Ethics (2L)
The philosophical context of physical activities; social and cultural trends relating to physical
activities in South Africa; heterogeneous groups and physical activities; moral conduct in sport.
Home department: SPORT SCIENCE

362 (6) Sport History (2L)
The origin of physical activities leading to modern sport and recreation; course of sport in
ancient times; origin of the modern types of sport; South Africa and the Olympic Games; South
Africa’s isolation from the sporting world; sport in Africa; philosophies that impinge on physical
education.
Home department: SPORT SCIENCE

382 (6) Professional Applications (2L, 2P)
Application of education and programme design; skills training and fitness development;
alternative approaches to learning in physical activities; educational and career opportunities.
Flexible assessment.
Home department: SPORT SCIENCE
### 392 (6) Sports Performance (4P)

Familiarisation with motor and physiological research strategies; use of anatomical and biomechanical principles to analyse movement patterns and sporting abilities; the use of scientific principles; data collection.

Home department: SPORT SCIENCE

### 61301 Staff Development in Higher Education [MEd (Higher Education)]

875 (10) Staff Development

Staff development in higher education.

Home department: CURRICULUM STUDIES

### 61409 Statistics for Sport Science and Exercise Science [BScHons (Sport Science)]

772 (12) Statistics

Statistics.

Home department: SPORT SCIENCE

### 61417 Student Learning in Higher Education [MPhil Higher Education]

875 (10) Student Learning

Student learning in higher education.

Home department: CURRICULUM STUDIES

### 12470 Support in School and Community [BEdHons]

744 (18) Support in School and Community

- The school and community.
- Educational support programmes in the community: principles and phases.
- Empowerment: the dynamics and implications for educational programmes for the school and community.

Home department: EDUCATIONAL PSYCHOLOGY
61980 Support in School and Community Contexts [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

xxxxx Sustainable Living [PGCE] (new programme)

7xx (6) Sustainable Living (2L)

- 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 [ISP and FP] (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 [ISP] (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 [FP] (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 [ISP] (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 [FP] (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 [ISP] (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

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**488 (35) Practice Grades 1-3 [FP] (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
775 (26) Teaching and Learning [PGCE]
An overview of practice-based knowledge as a process of enablement for professional teacher training.

Institute practicum (Lesson analysis)
- A micro teaching programme that includes the following: lesson design, lesson implementation, lesson evaluation and lesson observation.

School visit
- Lesson planning and lesson presentation.
- The child’s current experiential world at school.
- Observation of and participation in teaching activities, school activities and general classroom and school administration.
- Participation in the extracurricular activities of the school.

Flexible assessment
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

47523 Teaching Creative Writing [BEdHons]

734 (18) Teaching Creative Writing
- Creativity and imagination
- The writing process
- Stylistic conventions
- Design and management of writing activities in the classroom
- Reading and writing
- Assessment of writing
- Publication and presentation of writing

Home department: CURRICULUM STUDIES
764 (18) Teaching Creative Writing
- Qualitative research design and methodology
- Narrative research
- Ethnographic research
- Design research/classroom research

*PP Teaching Creative Writing 734*
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 course.

*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)]

771 (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

xxxxx Visual Art Teaching [PGCE] (new programme)

7xx (20) Visual Art Teaching (2L, 2P)
Effective teaching approaches and methods in the teaching of visual arts as a high school subject. This module is an elective to students who wish to offer Visual Arts as a specialization 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)]

771 (6) Work Integrated Learning 1
Work integrated learning including, mentoring via cluster discussions, classroom support/visits, Moodle and web2.0 tools.
Home department: SUNCEP

772 (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

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**12477 Xhosa as Language of Learning and Teaching [BEd] (old programme)**

278 (5) Xhosa as Language of Teaching and Learning [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 Teaching and Learning [FP] (1L, 1T)

The effective use of Xhosa as communication tool and teaching medium.

*Flexible assessment*

Home department: CURRICULUM STUDIES

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**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 focusing 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 focusing 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
IsiXhosa (Communication) [BEd] (new programme)

3xx (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:

Hosting department: CURRICULUM STUDIES

3xx (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

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, adopting 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

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**xxxxx IsiXhosa (Ed) [BEd] [FP] (new programme)**

**1xx (15) IsiXhosa (Ed) (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 so that they can make informed decisions about choosing IsiXhosa Education as a major subject.

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*

*PP IsiXhosa Grade 12 First Language/ Additional Language, or equivalent*

Home department: CURRICULUM STUDIES

**2xx (15) IsiXhosa (Ed) (3L)**

IsiXhosa and literacy instruction which includes:

- Visual literacy, 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 that *every learner matters!*
- Participation as responsible citizens with local and national 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*

*PP IsiXhosa (Ed) 1xx or an equivalent*

Hosting department: CURRICULUM STUDIES
3xx (15) IsiXhosa Home Language (Ed) (3L)
The module aims at crafting experts in the facilitation of the Xhosa language, culture and initial literacy for enjoyment, enrichment as well as empowerment to Grade R – 3 learners. Much value is put on:

- Designing of learning activities that integrate isiXhosa and numeracy
- Competency-based assessment that creates learning opportunities for proficiency in listening, viewing, listening, speaking, critical thinking, appreciation isiXhosa 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 early childhood phase while serving ethically as a teacher of isiXhosa in spite of possible changes in the national curricula.

Competency-based flexible assessment:

*PP IsiXhosa (Ed) 2xx or an equivalent*

Home department: CURRICULUM STUDIES

4xx (15) IsiXhosa Home Language (Ed) (3L)
The module aims at crafting professionals in facilitation of the Xhosa language, culture and initial literacy for enjoyment, enrichment and empowerment. Module content entails:

- Designing of 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 early childhood phase in spite of possible changes in the national IsiXhosa Home Language Foundation Phase curricula.

*Competency-based flexible assessment*

*PP IsiXhosa (Ed) 3xx or an equivalent*

Home department: CURRICULUM STUDIES
4xx (15) IsiXhosa Additional Language (Ed) (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, adopting an intercultural language learning approach, in deepening multicultural awareness and sensitivity for responsible citizenship. Students acquire multiliteracies which include:

- Presenting technologically augmented lessons/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; and
- Coping with challenges in the national curricula by serving professionally and ethically despite the changes in the national isiXhosa SAL curricula.

Competency-based flexible assessment:
PP IsiXhosa (Ed) 3xx or an equivalent
Home department: CURRICULUM STUDIES

xxxxx IsiXhosa (Ed) [BEd] [IP] (new programme)

1xx (15) IsiXhosa (Ed) (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 so that they can make informed decisions about choosing IsiXhosa Education as a major subject.
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
PP IsiXhosa Grade 12 First Language/ Additional Language, or Equivalent
Home department: CURRICULUM STUDIES
2xx (15) IsiXhosa Home Language (Ed) (3L)
The module aims at crafting pre-service teachers who are well introduced to the relationship between the isiXhosa language and culture while sensitised to choices of teaching methods appropriate to identified intermediate/senior phase learner profiles which include literacy identities in isiXhosa. Module content also entails:

- Cultural history of amaXhosa and isiXhosa
- IsiXhosa and literacy instruction which includes 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 that every learner matters!
- Analytical reflective practice in line with practical application of theoretical knowledge for the development of mature insights

*Competency-based flexible assessment*

*PP IsiXhosa (Ed) 1xx or an equivalent*

Hosting department: CURRICULUM STUDIES

3xx (15) IsiXhosa Home Language (Ed) (3L)
Intermediate Phase IsiXhosa First 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 facilitation of the isiXhosa language and culture and initial literacy for enjoyment, enrichment and empowerment, hence the module content is not framed only around passing examinations and tests but 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:*

*PP IsiXhosa (Ed) 2xx or an equivalent*

Hosting department: CURRICULUM STUDIES
**4xx (15) IsiXhosa Home Language (Ed) (3L)**

This module aims to train students to be competent in the facilitation of learning of IsiXhosa as a Home Language (IsiXhosa HL) to Grade 4-6 learners, which includes:

- Designing of learning activities that equip home language learners to be:
  - critical and productive in academic settings across the curriculum;
  - successfully functional in social contexts;
  - experience enjoyment and enrichment in learning
  - 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 for within the basic education bands regardless of possible changes in the national IsiXhosa HL curricula.

*Competency-based flexible assessment:*

*PP IsiXhosa (Ed) 3xx or an equivalent*

Home department: CURRICULUM STUDIES

**4xx (15) IsiXhosa Additional Language (Ed) (3L)**

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

- Designing of 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:*

*PP IsiXhosa (Ed) 3xx or an equivalent*

Home department: CURRICULUM STUDIES
IsiXhosa Teaching [PGCE] (new programme)

7xx (20) IsiXhosa Teaching (2L, 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*

*PP isiXhosa at second year level or at least 32 credits*

Home department: CURRICULUM STUDIES

18988 Zoology [ADE (FET Life Sciences Teaching)]

771 (30) Zoology

Animal Biodiversity and Systematics, Animal Histology, Anatomy and Morphology, Animal Physiology, Evolution and Human Population Dynamics

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 (a new director to be appointed in 2017)
Centre for Higher and Adult Education
Department of Curriculum Studies
Faculty of Education
Stellenbosch University
Private Bag X1
MATIELAND 7602
Tel.: 021 808 2294/2277 Fax: 021 808 2270 E-mail: emb2@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 XI
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
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7602
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