Stellenbosch
UNIVERSITY
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2026

Education

Academic programmes
and faculty information

Yearbook, Part 6

Accuracy, liability and changes

- Stellenbosch University has taken reasonable care to ensure that the information provided in the Yearbook 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 Yearbook parts.
- The University reserves the right to change the Yearbook parts at any time when necessary.

The division of the Yearbook

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

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

Availability of the Yearbook parts

- The electronic versions of the Yearbook parts are available at www.su.ac.za/yearbooks.
- Parts 1 to 12 are available in both English and Afrikaans. Military Science (Part 13) is only available in English.

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How to use this Yearbook Part

This section gives you guidelines for finding particular information in the different chapters in this Yearbook 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:
    o The Faculty's vision and mission, as well as the Faculty structure
    o Communication with the Faculty and the University, which includes an explanation of the concepts "application number" and "student number" as well as relevant contact details where you can refer important enquiries to;
    o The University's Language Policy and Plan and how it is applied by the Faculty; and
    o 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:
    o The minimum admission requirements for the various study programmes;
    o The Faculty's undergraduate study programmes;
    o The subjects and modules that must be taken per academic year for the different study programmes, with choices where applicable; and
    o School visits as a pass requirement.
- Subjects, Modules and Module Content chapter contains:
    o An explanation of subjects as opposed to modules;
    o An explanation of the different digits used for the numbering of modules in the Undergraduate Programmes chapter;
    o Definitions of the language specifications of modules; and
    o Definitions of prerequisite pass, prerequisite and corequisite modules.
- Alphabetical list of undergraduate subjects and postgraduate programmes is available in the back of this Yearbook part.

1.2 Prospective postgraduate students

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

1.3 Registered undergraduate students

- General Information chapter contains information about:
    o Communication with the Faculty and the University with relevant contact details where you can refer important enquiries to;

- o Language at the University; and
- o The granting of dean's concession assessments to final-year students.
- Undergraduate Programmes chapter contains information about:
  - o The Faculty's undergraduate study programmes;
  - o The subjects and modules that must be taken per academic year for the different study programmes, with choices where applicable; and
  - o School visits.
- Subjects, Modules and Module Content chapter contains:
  - o An explanation of subjects as opposed to modules;
  - o An explanation of the different digits used for the numbering of modules in the Undergraduate Programmes chapter;
  - o The abbreviations and definitions used for the teaching loads of individual modules;
  - o An indication at each module of what its teaching load is;
  - o 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
  - o How individual modules are assessed.
- Alphabetical list of undergraduate subjects and postgraduate programmes is available in the back of this Yearbook part.

1.4 Registered postgraduate students

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

- **Department of Curriculum Studies**

  This includes the Centre for Higher and Adult Education.

- **Department of Education Policy Studies**

  The focus areas Philosophy of Education, Sociology of Education and Education Management fall under this department.

- **Department of Educational Psychology**

  This includes the Practicum Unit of the Department of Educational Psychology.

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

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

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

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

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

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

Please note:

- The advanced diploma programmes (ADE) replace the former Advanced Certificate in Education (ACE) for students who enrol from 2017 onwards.

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

3.1 Degree programmes

- BEd (Foundation Phase Education) and (Intermediate Phase Education) (Level 7)
- BEdHons (Level 8)
- MEd (Level 9)
- MEd (Psych) (Level 9)

- MPhil (Level 9)
- DEd (Level 10)
- PhD (Level 10)

3.2 Certificate programme

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

3.3 Diploma programmes

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

3.4 Readmission

Please refer to the Yearbook, Part 1 (General Rules), for the rules for readmission.

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 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 been approved and accredited by the Department of Higher Education and Training and the Board for Higher Education and been implemented from 2017 onwards.

5. The Faculty's contact details

5.1 Contact details for the Faculty

Contact the Faculty directly at these numbers:

	Telephone number	Fax number	Email address
The Dean: Faculty of Education	021 808 2258		madiba@sun.ac.za
Acting Vice-Dean (Research)	021 808 2122		blf@sun.ac.za
Acting Vice-Dean (Teaching and Learning)	021 808 2122		okoopman@sun.ac.za
Faculty Administrator	021 808 9111		eel@sun.ac.za
Department of Curriculum Studies	021 808 2300	021 808 2295	infocurrstudies@sun.ac.za
Department of Education Policy Studies	021 808 2419	021 808 2283	salex@sun.ac.za
Department of Educational Psychology	021 808 2308	021 808 2021	grootbooma@sun.ac.za
SUNCEP (Stellenbosch University Centre for Pedagogy)	021 808 2573		mfestus@sun.ac.za

5.2 Postal addresses to use

Send correspondence with the Faculty to the following address:

The Dean

Faculty of Education

Stellenbosch University

GG Cillié Building

Private Bag X1

Stellenbosch

7599

5.3 Faculty webpage

www.su.ac.za/en/faculties/education

6. How to communicate with the University

6.1 Prospective students

- The University allocates an application number (eg., APP/1234567) to you when you apply to study at the University.
- The application number is your unique identification to simplify future communication regarding your programme application/s with the University.
- Use your application number every time you communicate with the University.

6.2 Current or former Stellenbosch University students

- The University allocates a student number to you when you are admitted to a programme and register 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.

6.3 Contact details of the University

You can address enquiries regarding your studies, bursaries and loans, and residence placements by using the following contact details:

- Email: info@sun.ac.za
- Telephone: 021 808 9111

6.4 University webpage

www.su.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.su.ac.za/language

8. Regulations of the Faculty of Education get precedence

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

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

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

10. Regulations for dean's concession assessments

Please note that the explanations of the A3 and A4 assessment periods given below are only a brief summary of what these periods entail and that you can find the complete explanations in the assessment chapter in Part 1 (General Rules) of the Yearbook.

In addition, please refer to the Yearbook, Part 1 (General Rules), section 7, for the rules for Dean's Concession Assessments (DCAs).

10.1   Who may be admitted to DCAs

You may be considered for admission to DCAs if:

- you are a final-year student in an undergraduate degree programme, and you have not obtained all the credits needed for your qualification, after the second semester A3 period has ended (The A3 period follows directly after the second semester's A2 period, which follows directly after the lecturing period);
- the credits you must still obtain are altogether fewer than 33, in at most two modules that you still need to pass, or more than 33, in only one module;
- you obtained a final mark of at least 30 for that academic year in each of the modules you still need to pass;
- you meet the requirements for admission to a dean's concession assessment as set out in the assessment rules of your programme; and
- the home departments or centres of all the modules you still need to pass indicate to the dean that it is reasonably doable for you to pass the modules through a DCA (taking into account that it may not be feasible to assess some of the module's required outcomes in a DCA).

10.2   How to apply for a DCA

- You must submit your application for a DCA on SUNStudent, using the relevant procedure.
- You must submit your application after the second semester A3 period; that is, within one week of the last date by which the final marks that are internally moderated after the second semester A3 period must be recorded. However, if the faculty concerned offers an A4 assessment and the applicable assessment rules allow both an A4 and a DCA, you must submit your application within one week of the release of the A4 results. (The A4 period for a given year of registration extends from the end of that year's November A3 period into January and February of the following calendar year, up to the due date for A4 marks as indicated in the Almanac.)
- Note that, when you are granted access to a DCA, the amount for DCAs given in the Student Fees part of the Yearbook (Part 3) is added to your student fees account.

10.3   How your final mark is determined after a DCA

- Your mark in the DCA will be used to determine your final mark for that module, as specified in the assessment rules of the module's home faculty.
- DCAs must be internally and externally moderated according to the University's "Regulation for internal and external moderation and the processing of results" and the related arrangements of the programme's home faculty or centre.
- Re-evaluation does not apply to DCAs.
- Please refer to the Yearbook, Part 1 (General Rules), section 7, for the rules for Dean's Concession Assessments (DCAs).

11. Absence from academic activities

You must adhere to the attendance requirements regarding academic activities (e.g. class, practical, clinical, research or assessments) that form part of the curriculum of the degree, certificate or diploma programme that you are registered for.

If you are absent from any academic activity, whether you are under- or postgraduate, the rules in this section (section 11) apply.

Stellenbosch University respects the religious beliefs and cultures of all staff and students. On national public holidays, the University is closed for business. In addition to that, no assessments are scheduled on certain religious days, which are published in the SU Almanac (here). However, the University will remain open and operational on these days, except if they fall on a Saturday or Sunday.

The SU Senate approved the guidelines that follow for the consideration of students' applications for leave of absence.

11.1   Leave-of-absence categories

11.1.1   Category A leave

If the University granted you leave of absence in this category and you have missed academic activities because of such absence, the academic environment concerned should accommodate you in their determination as far as it is practically feasible.

Grounds for consideration

11.1.1.1   Proof that you yourself are ill; supported by a medical certificate

11.1.1.2   A death in your close family – a parent, brother, sister or grandparent

11.1.1.3   Compulsory legal attendance, e.g. as a witness in court

11.1.1.4   Absence because of sport activities, in the following circumstances:

11.1.1.4.1 participation in trials/national championships for selecting a national (representative) team for South Africa or another country

11.1.1.4.2 local participation as member of a national team (for South Africa or another country) against another country

11.1.1.4.3 international participation (tour) as member of a South African national team or that of another country

11.1.1.4.4 preparation for participation at international level for South Africa or another country

11.1.1.5   Absence because of co-curricular leadership activities, in the following circumstances:

11.1.1.5.1 attendance of Senate, Council or Institutional Forum meetings by elected student leaders who are members of these statutory structures at SU

In the case of paragraphs 11.1.1.4 and 11.1.1.5, it should be academically feasible, in the estimation of the head of department concerned, for you to catch up on the work that you have missed. If the leave of absence recommended in your application is so extended that catching up with and completing your academic responsibilities would be impossible in the normal time allowed for the specific module, year or programme, refer to 11.4 below.

11.1.2   Category B leave

Leave in this category will be granted to you provided that you have made satisfactory arrangements with the relevant academic environment beforehand regarding academic activities in which you may fall in arrears during the period under discussion.

Grounds for consideration

11.1.2.1   Individual participation in international co-curricular events by invitation

11.1.2.2   Participation in representative sport at provincial level

11.1.2.3   Representative participation in sport at first-league or comparable level, but only in highly exceptional cases; such as when league stipulations have changed because of decisions by provincial and national sport governing bodies

11.1.2.4   Representation of SU at national and international level

11.1.3   Category C: leave not granted

If you are not granted leave of absence, you will receive a Category C letter that includes the following warning:

"Should you nevertheless be absent during the period in question, you should expect no concession from the University regarding the academic activities in which you fall in arrears because of your absence, and this could result in you not being awarded class mark(s) for the module(s) in question."

Participation in events such as University residence league matches resorts under Category C.

11.2   Supporting documents required with application for leave of absence

Each application must be accompanied by supporting evidence that complies with the following requirements and that contains the following information:

11.2.1   Medical reasons

11.2.1.1   You must supply a medical certificate or report issued and signed by a medical practitioner or any other person who is certified to diagnose and treat patients and who is registered with a professional council established by an Act of Parliament.

11.2.1.2   According to the Traditional Health Practitioners Act, only traditional health practitioners who are registered with the Traditional Health Practitioners Council (THPC) have the legal authority to issue medical certificates. These certificates are recognised for the purposes of medical leave of absence from academic activities.

11.2.1.3   The person who issues the certificate must provide their registration number as practitioner with the Health Professions Council of South Africa (HPCSA) or the South African Nursing Council (SANC) or the Traditional Health Practitioners Council (THPC), as well as their practice number.

11.2.1.4   The medical certificate or report must contain the following information:

11.2.1.4.1 your name, as the patient/student;

11.2.1.4.2 the date and time of your medical examination, evaluation, treatment or appointment with the healthcare professional;

11.2.1.4.3 an indication that the certificate was issued after a suitably registered medical or healthcare practitioner had observed and examined you personally (i.e. telephonic consultation or communication is insufficient);

11.2.1.4.4 confirmation that, due to the illness, you will be or were unable to attend academic activities;

11.2.1.4.5 the start and end dates of your absence; and

11.2.1.4.6 any other information which, in the practitioner's judgement, is required or relevant.

11.2.1.5 The Faculty of Education considers a medical certificate regarding absence from an academic activity only if the certificate has been issued within 24 hours from the time that the activity occurred or after the submission date for an academic assignment (unless the certificate explicitly states why it could not be issued within 24 hours), and the certificate has been handed in within 2 working days after the academic activity or after the submission date for the assignment.

11.2.1.5.1 The Faculty is at liberty to decline applications for leave of absence for health reasons if the medical certificate was issued and/or submitted on the due date for an assignment and if there are insufficient grounds to extend the submission deadline for the relevant assignment(s).

11.2.1.6 The Faculty does not accept medical certificates issued by family members.

11.2.1.7 Medical certificates issued outside South Africa are evaluated on the merits of the case against South African norms and the laws of the country where the certificate was issued.

11.2.1.8 In case of mental health conditions, the Faculty accept only medical certificates issued by treating health care practitioners who are certified to treat mental health conditions.

11.2.1.9 Full responsibility for submitting an application for leave of absence rests with you. A third party may apply for leave of absence on your behalf only if you are medically incapacitated (and proof of medical incapacity is provided).

11.2.1.10 The University reserves the right to request the prognosis and further information from the practitioner, and accepts in good faith that you, the student, will not unreasonably deny permission in this regard.

11.2.2 Compassionate reasons

11.2.2.1 If your (the student's) child or adopted child (younger than 18 years), parent or parent-in-law, or spouse or life-partner is ill, you must provide a medical certificate of the family member's condition.

11.2.2.2 If your spouse or life-partner, parent, primary caregiver, adoptive parent, parent-in-law, child, adopted child, grandchild, grandparent or sibling has died, you must provide a death certificate of the deceased family member.

11.2.2.3 If you must attend cultural activities related to the death of a family member mentioned at 11.2.2.2, you must provide proof of such activities from a recognised cultural leader that includes the following:

11.2.2.3.1 your name;

11.2.2.3.2 the start and end dates of your absence;

11.2.2.3.3 the date on which the confirmation of the cultural activity was issued;

11.2.2.3.4 details of the cultural activity or event; and

11.2.2.3.5 a clear indication of the identity of the cultural leader who issued the confirmation, which the person must sign personally and originally next to their initials and surname (in printed or block letters).

11.2.2.4 The University reserves the right to request corroborating proof at its own discretion.

11.2.2.5 Your application must include the start and end dates of your absence.

11.2.2.6 If you are applying for extended leave of absence, refer to 11.4 below.

11.2.3 Legal reasons

11..2.3.1 Court summons: If you have been served a court summons, you must provide a copy of the summons bearing your name, surname and ID number as well as the court appearance date(s).

11.2.3.2 Imprisonment: If you are imprisoned, you must provide a copy of the police records bearing your name and surname and the court appearance date and/or date(s) of imprisonment.

11.2.3.3 Full responsibility for submitting an application for leave of absence rests with you. A third party may apply for leave of absence on your behalf only if you are legally restricted from communicating with the University (and proof of such restriction is provided).

11.2.3.4 If you are requesting extended leave of absence, refer to 11.4 below.

11.2.4 Participation in representative sport at international, national, provincial or inter-university level

11.2.4.1 Each application for leave of absence for sport activities must be accompanied by a recommendation from the sport manager concerned; in the case of applications for Category A

leave, also from the Chief Director: Sport or their delegate. The recommendation must identify clearly the category of leave of absence that is being requested, e.g. Category A 11.1.1.4.1 or Category B 11.1.2.2.

11.2.4.2 For sporting codes not offered at the University, or events not facilitated by officially recognised or regulated sport organisations, applications for leave of absence must be supported by the Chief Director: Sport or their delegate, with a clear identification of the category of leave of absence being requested, e.g. Category A 11.1.1.4.1 or Category B 11.1.2.2.

11.2.4.3 To process an application in good time, the Centre for Academic Administration must receive it at least 7 working days before the period of absence begins.

11.2.4.4 The application must include your name, the modules that you are taking and details of all academic obligations and appointments during the proposed absence.

11.2.4.5 The University reserves the right to request corroborating proof at its discretion.

11.2.4.6 Your application must include the start and end dates of your absence.

11.2.4.7 If you are requesting extended leave of absence, refer to 11.4 below.

11.2.5 Participation in representative co-curricular activities

11.2.5.1 Your application for leave of absence for recognised co-curricular activities must be accompanied by a recommendation from the Dean of Students or their delegate that identifies clearly the category of leave of absence being requested, e.g. Category A 11.1.1.5.1 or Category B 11.1.2.2.

11.2.5.2 For co-curricular activities not offered at the University, or events not facilitated by officially recognised or regulated organisations, applications for leave of absence must be supported by the Dean of Students or their delegate. The category of leave of absence being requested must be indicated clearly, e.g. Category A 11.1.1.5.1 or Category B 11.1.2.2.

11.2.5.3 To process an application in good time, the Centre for Academic Administration must receive it at least 7 working days before the period of absence.

11.2.5.4 The application must contain your name, the modules that you are taking and details of all academic obligations and appointments during the proposed absence.

11.2.5.5 The University reserves the right to request corroborating proof at own discretion.

11.2.5.6 Your application must include the start and end dates of your absence.

11.2.5.7 If you are requesting extended leave of absence, refer to 11.4 below.

11.2.6 Absence to represent SU at national and international level

11.2.6.1 If you apply for leave of absence to represent SU at national and/or international level that is not covered under this leave category, it must be accompanied by a recommendation from the relevant environmental head or their delegate. The category of leave of absence being requested must be indicated clearly, e.g. Category B 11.1.2.4.

11.2.6.2 To process an application in good time, the Centre for Academic Administration must receive it at least 7 working days before the period of absence.

11.2.6.3 The application must include your name, the modules that you are taking and details of all academic obligations and appointments during the proposed absence.

11.2.6.4 The University reserves the right to request corroborating proof at own discretion.

11.2.6.5 Your application must include the start and end dates of your absence.

11.2.6.6 If you are requesting extended leave of absence, refer to 11.4 below.

11.3 Administrative handling of applications for leave of absence

11.3.1 Full responsibility for submitting an application for leave of absence in good time rests with you, the student. Also, you must keep all stakeholders informed of your leave application and/or leave arrangements.

11.3.1.1 A third party may apply for leave of absence on your behalf only if you are medically incapacitated (and proof of medical incapacity is provided).

11.3.2 You must lodge a written application for leave of absence with the Education Faculty officer in the Centre for Academic Administration (CAA) without delay, except if the absence will be/was for one day only, in which case the relevant academic staff member or the staff member designated by the Faculty should handle the application.

11.3.3 The email address for the CAA dealing with programmes at Stellenbosch campus is stbloa@sun.ac.za.

11.3.4 Leave-of-absence applications and supporting documents for leave taken because of illness or unforeseen circumstances must be submitted within 2 working days after the absence started. Leave of absence for any other planned reason must be submitted to the relevant CAA at least 7 working days beforehand.

11.3.5   Applications and associated supporting documents that are illegible or that have been altered may be rejected and, if it can be proven that you altered a supporting document, it may result in disciplinary action.

11.3.6   Once the application has been processed, the recommendation regarding the outcome will be communicated to you in a letter that you must submit to the relevant academic environment for further consideration.

11.3.7   The University reserves the right to allow academic environments, the Registrar or their delegate to deny applications for leave of absence that have not been lodged in good time or that are not practically feasible.

11.3.8   Usually, the Registrar or their delegate considers students' applications for leave of absence and recommended an outcome. In case of any uncertainty, the Registrar or their delegate consults the faculty concerned. The Registrar or their delegate finalises borderline cases in consultation with the relevant dean or their delegate.

11.4   Leave of absence for extended periods

11.4.1   If your application recommends leave of absence for an extended time and catching up and completing the relevant academic responsibilities are impossible within the normal time allowed for the specific module, year or programme, you may need to extend the curriculum programme, apply to interrupt your studies for a full year or consider discontinuation and returning at a later stage.

11.4.1.1   Examples of leave of absence for extended periods are maternity leave, extended medical leave or extended absence for sporting events and tournaments or repeated approved absences in the same module or programme.

11.4.2   The Education Faculty must consider leave-of-absence requests for extended periods on the academic justifiability and practical impact (practical feasibility) of such a concession. Problems usually involve practicals or activities with set deadlines and dependency on external stakeholders or, in the case of research programmes, certain progression milestones that cannot be achieved – it is not always possible to catch up on such activities during the academic year.

11.4.3   The Faculty Board may consider and approve an adapted academic programme or extended curriculum programme, provided that such a concession will not place you at risk of exceeding the relevant programme's or the Education Faculty's progression rules.

11.4.3.1   The Faculty Board may delegate consideration and approval of such requests to the faculty committee, another committee, the dean and/or faculty administrator.

11.4.3.2   The faculty administrator or their delegate must enter the approved outcomes of requests for extended leave of absence under "Academic Topics/Student Notes" on your golden record in SUNStudent. This entry must include the exact starting and end dates of the extended leave of absence and a short summary of the concession arrangements.

11.4.4   Sole responsibility rests with you to consult your funder/sponsor in good time to determine the impact of an adapted academic programme or extended curriculum programme on the continuation of your funding.

11.4.5   If the Education Faculty cannot accommodate leave of absence for extended periods, you could consider applying for interruption of studies (see 12 below) or discontinuation and returning to the programme at a later stage.

12. Interruption of studies

12.1   Acceptable reasons for interrupting your studies

The reasons listed below may be considered to support an application for interruption for interruption of studies. The application must be substantiated by acceptable supporting documents, such as a letter of appointment, the text of an academic assignment, medical certificate(s) or report(s), financial statement(s) and affidavits.

12.1.1   Work responsibilities

12.1.2   Medical reasons

12.1.3   Financial reasons

12.1.4   Very special personal circumstances, if thoroughly and convincingly substantiated

12.2   Procedure to apply for an interruption of studies

12.2.1   You must submit the application to interrupt your studies to the relevant faculty administrator on or before 30 April of the year concerned.

12.2.1.1   Applications received after 30 April of the year concerned will be considered on merit, provided that you have not registered for the year.

12.2.1.2 A third party may apply on your behalf for interruption of studies only if you are medically incapacitated (and evidence is submitted of medical incapacity).

12.2.2 If you want to interrupt your **undergraduate** studies, the programme leader or another designated official at the Education Faculty must consider it and recommend an outcome, which they must submit to the relevant committee(s) or designated official at the Faculty.

12.2.2.1 The relevant committee(s) or designated official at the Faculty must consider your application according to its internal procedures and communicate the outcome to the faculty administrator for processing and to the Faculty Board for noting.

12.2.2.2 The faculty administrator or their delegate must enter the recommendation to approve your application for interruption under "Academic Topics/Student Notes" on your golden record in SUNStudent. The entry must include the year of and reasons for interruption.

12.2.2.3 Once the Faculty has considered and approved your application, the faculty administrator or their delegate will communicate the outcome of your application for interruption in writing by email.

12.2.3. If you want to interrupt your **postgraduate** studies, your supervisor or programme leader and the chairperson of the department concerned must consider it and recommend an outcome, which the departmental chairperson must submit to the relevant governance structures at the Faculty, including the Faculty Board.

12.2.3.1 The Faculty Board must consider the application according to its internal procedures and communicate the outcome in their next communication report to Senate.

12.2.3.2 The faculty administrator or their delegate must enter the recommendation to approve your application for interruption under "Academic Topics/Student Notes" on your golden record in SUNStudent. The entry must include the year of and reasons for interruption.

12.2.3.3 Once the Faculty Board has considered your application and the Executive Committee of Senate has approved the request, the faculty administrator or their delegate will communicate the outcome of your application for interruption in writing by email.

12.2.4 Interruption of studies may be granted for a full academic year (i.e. starting in January and ending in December), but not for parts of an academic year. Leave of absence for shorter periods (i.e. less than a full academic year) are handled according to the rules under "Absence from academic activities" (par. 11 in this Yearbook part).

12.2.5 Interruption of studies may be granted for a period of one full academic year (i.e. starting in January and ending in December), but only once, for the following programmes:

12.2.5.1 undergraduate bachelor's degrees, diplomas and certificates;

12.2.5.2 honours degrees and postgraduate diplomas and certificates; and

12.2.5.3 master's degrees.

12.2.6 Interruption of doctoral studies may be granted either twice – for one academic year (i.e. starting in January and ending in December) in each instance, or for a continuous period of two academic years – only once.

12.2.7 The University reserves the right that academic environments may deny applications for interruption of studies that have not been lodged in good time or that are not practically feasible as concerns the requirements of the relevant programme.

12.2.8 Applications and associated supporting documents that are illegible or have been altered may be rejected. If it can be proven that you have altered a supporting document, it may result in disciplinary action.

12.3 Impact of interruption on your academic record and student fees

12.3.1 You must not register for the year in which you interrupt your studies.

12.3.2 If your application for interruption has been granted, you will not have access to University emails, systems, classes, libraries, residences or any other SU facilities during the year of interruption.

12.3.3 If interruption of studies has been granted before the stipulated due dates, all modules for the period for which results have been entered will be deregistered and you will have to repeat them in full upon your return.

12.3.4 In the case of postgraduate and other research components, ethics approval and research topics do not lapse for the approved interruption period, but you may undertake no research activity during the interruption.

12.3.5 Your continued registration with relevant professional or regulatory bodies (e.g. the Health Professions Council of South Africa [HPCSA] will be managed according to these bodies' registration requirements during interruption.

12.3.6 You will not be granted permission to interrupt your studies if you have engaged in behaviour that violates regulations, rules or policies of the University, and/or are the subject of a disciplinary enquiry under the University's Disciplinary Code for Students and/or the disciplinary code of your

residence.

12.3.7 Outstanding fees must be paid in full upon your return from interruption.

12.3.8 Sole responsibility rests with you to consult your funder/sponsor in good time to determine the impact of interruption on the continuation of your funding.

12.3.9 For more information on fees payable, consult Part 3 (Student Fees) of the Yearbook.

12.4 Procedure to resume your studies after an interruption

12.4.1 You will be readmitted automatically to the programme in the year(s) after you have interrupted your studies, except if the interruption was for medical reasons. In that case, you must provide the Education Faculty with evidence that you are fit to resume your studies before you may do so.

12.4.1.1 Once you want to resume your studies after an interruption, you must complete an application for the programme concerned on the application portal (https://student.sun.ac.za/) before you will be allowed to reregister. This is to ensure that your latest information be captured on the University's administration system before you register.

12.4.2 If you wish to resume your studies after having interrupted them for medical reasons, you must submit a medical report from your treating healthcare practitioner to the relevant academic environment, indicating whether you are fit to resume your studies or not.

12.4.2.1 The academic environment must consider this report and inform the relevant faculty administrator whether you may reregister or not. The faculty administrator or their delegate will contact you to make the necessary arrangements for reregistration.

12.4.3 If your treating healthcare practitioner or the academic environment concerned do not consider you fit to resume your studies, you must be managed according to the Education Faculty's guidelines in handling fitness to practice or fitness to study.

12.4.4 If, after an interruption, you fail to reregister before the final registration date (as published in the University Almanac), you will not be allowed automatically to reregister for the programme. You will have to apply to the faculty concerned for approval to reregister.

12.4.5 If you do not reregister after an interruption, you will be deregistered from any professional or regulatory bodies, too, if such registration is tied to your status as a registered SU student. In that case, the University must inform the relevant bodies that they must cancel your registration with them.

12.4.6 If you have failed to reregister after an interruption and you want to return to the programme later on, you may be liable for penalty fees for the year(s) of unapproved non-registration. Consult Part 3 (Student Fees) of the Yearbook in this regard.

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.su.ac.za/en/faculties/education.

1.1 The National Benchmark Test

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

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

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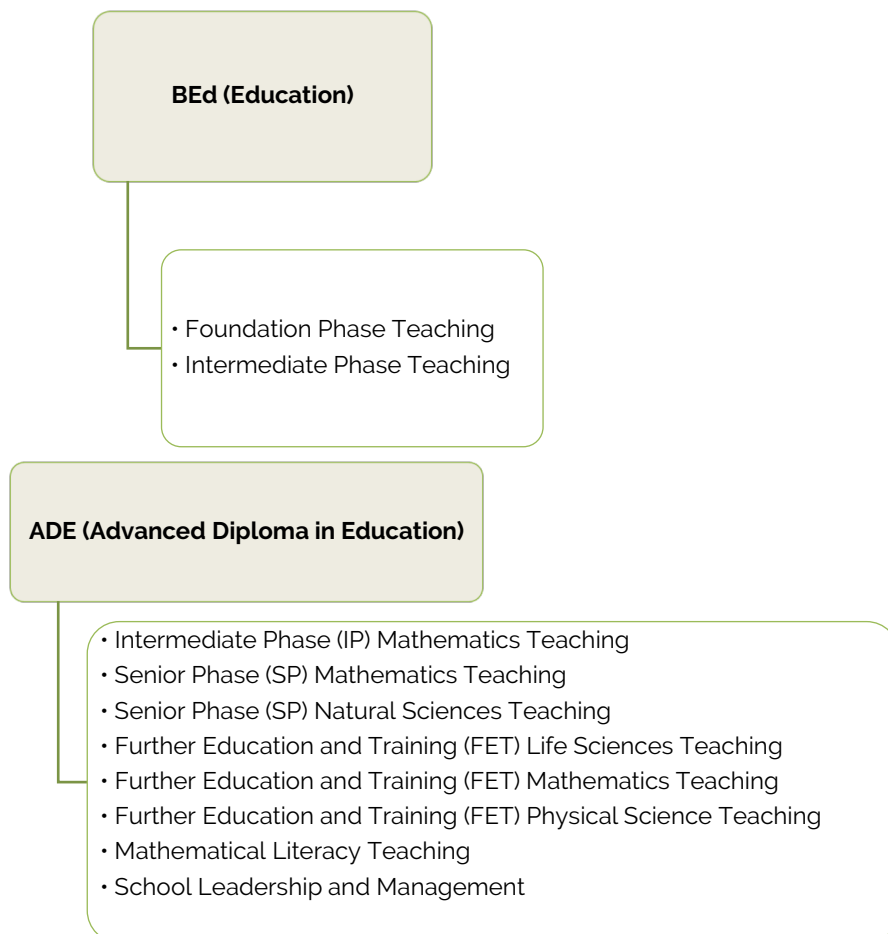- selection, and
- curriculum development.

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

1.2 Selection

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

All undergraduate programmes in the Faculty are selection programmes.

2. Schematic summary of undergraduate programmes

BEd (Education)

- Foundation Phase Teaching
- Intermediate Phase Teaching

ADE (Advanced Diploma in Education)

- 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
- School Leadership and Management

3. BEd (Education) programmes

The Faculty has developed BEd (Education) programmes, which have been approved and accredited by the Department of Higher Education and Training.

Aim of the programme

The main aim of the BEd (Education) programme is to train beginner educators for the 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.

3.1 Admission requirements, selection criteria and other information applicable to all BEd programmes

Admission requirements

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

General requirements
• The National Senior Certificate (NSC) or the school-leaving certificate of the Independent Examination Board (IEB) with an average of at least 60%. • Four university admission subjects, each passed at least with a Code 4.

Language requirements

For students who completed the NSC or IEB exams
• You must have passed at least **two** of the three languages Afrikaans, English and isiXhosa at Grade 12 level, as follows:
  o at least **one** as a Home Language, Code 5
  o at least **one** as either a Home Language or a First Additional Language, Code 4.

For other students
• If you passed only one of the three languages Afrikaans, English or isiXhosa at Grade 12 level (or an international level equivalent to Grade 12), the following applies:
  o You must have passed that language at Home Language or First Additional Language level (or the equivalent) with at least 60%.
  o You must write the AQL national benchmark test and obtain at least 60% for the language component of the test.

Mathematics requirements		
You must have obtained **one of the following**:	Mathematics	Code 3
	Mathematical Literacy	Code 5
• Students who wrote their final examination before 2008 must have passed Mathematics (SG) at least at Grade 12 level.		

Requirements for teaching subjects in the programme BEd (Intermediate Phase Education)	
• In the first year of the BEd (Intermediate Phase Education), you must follow at least two elective modules as possible teaching subjects. The following admission requirements apply to these subjects.	

Social Sciences	• You must have passed at least **one** of the following subjects at a Grade 12 level with a minimum of 50% (Code 4):
	  o History
	  o Geography

Natural Sciences	• You must have passed at least **one** of the following subjects at a Grade 12 level with a minimum of 50% (Code 4)
	  o Life Sciences
	  o Physical Sciences

Life Skills	• No prerequisites apply.

Selection criteria

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

The selection criteria are as follows:

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

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

Special requirements for obtaining the BEd degree

School visits

Practice teaching is part of the Practical Learning modules. 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 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 module.

The following applies in such a case:

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

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

School visits as part of the Practical Learning modules

The table below explains the school visits in greater detail.

Year of study	Time of year	Stream and module	Where and which grade	Type of practice teaching
First	during the course of the year	Practical Learning 177/179	at the Faculty	observation, micro teaching and peer teaching
Second	two weeks at start of school year (start with teachers at school)	*Foundation Phase:* Practical Learning 279	at a dedicated partner school, Grade R	compulsory observation and micro teaching
		Intermediate Phase: Practical Learning 277	at a school of your choice, any Grade 4-6	
	first semester	*Foundation Phase:* Practical Learning 279	at a dedicated partner school, Grade R	observation and microteaching
		Intermediate Phase: Practical Learning 277	at the Faculty and at a school conveniently situated for you	
	third school term (WCED school term)	*All phases:* Practical Learning 277/279	at a school near your home or a suitable school of own choice in the following grades: • Practical Learning 279: Grade R	work integrated learning at a school

Year of study	Time of year	Stream and module	Where and which grade	Type of practice teaching
			• Practical Learning 277: Grade 4-7	
Third	two weeks at start of school year (start with teachers at school)	*Foundation Phase:* Practical Learning 379	school of own choice, Grade 1-3	compulsory observation at a school
		Intermediate Phase: Practical Learning 377	at a school of your choice, any Grade 4-6	
	selected days in the first semester	*Foundation Phase:* Practical Learning 379	at partner schools (arranged by the Faculty)	work integrated learning at a school
		Intermediate Phase: Practical Learning 377	at the Faculty	compulsory microteaching presentation and observation in the Faculty
	third school term (WCED school term)	*All phases:* Practical Learning 377/379	school near your home in the following grades: • Practical Learning 379: Grade 1-3 • Practical Learning 377: Grade 4-7	work integrated learning at a school
Fourth	first semester	*All phases:* Practical Learning 477/479	at the Faculty	Career-oriented preparation
	third school term (WCED school term)		at a school in Stellenbosch or in the vicinity so that lecturers can visit	work integrated learning at a school

Multilingual requirements

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

- at least one language as a language of learning and teaching (pass mark of 60%),
- a second language as a professional communication medium (pass mark of 50%), and
- a third language at the level of basic communication skills (pass mark of 50%).

Application procedure and closing date

Apply online at www.maties.com 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 BEd programme, you may choose between the **Intermediate Phase** (IP) and the **Foundation Phase** (FP).

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.

Enquiries

Programme coordinators:

BEd (Foundation Phase Education): Dr Z Barends
      Email: foundationphase@sun.ac.za

BEd (Intermediate Phase Education): Dr E Rinquest
      Email: intermediatephase@sun.ac.za

Website for more detailed information: www.su.ac.za/en/faculties/education

3.2 Programme content for BEd programmes

The information that follows is for students who enrol for the BEd (Education) programmes.

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 Yearbook part.

3.2.1   BEd (Foundation Phase Education)

FIRST YEAR (120 CREDITS)

Compulsory modules

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

Compulsory language modules

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

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

Afrikaans Huistaal (Ond)	179(15) *or*
Afrikaans Eerste Addisionele taal (Ond)	179(15)
English (Home Language) (Ed)	179(15) *or*
English (First Additional Language) (Ed)	179(15)
IsiXhosa (Home Language) (Ed)	179(15) *or*
IsiXhosa (First Additional Language) (Ed)	179(15)

SECOND YEAR (140 CREDITS)

Compulsory Modules

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

Compulsory language modules

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

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

Afrikaans Huistaal (Ond)	279(15) *or*
Afrikaans Eerste Addisionele Taal (Ond)	279(15)
English (Home Language) (Ed)	279(15) *or*
English (First Additional Language) (Ed)	279(15)
IsiXhosa (Home Language) (Ed)	279(15) *or*
IsiXhosa (First Additional Language) (Ed)	279(15)

South African Sign Language: Language and Literacy Education	284(15)

THIRD YEAR (120 CREDITS)

Compulsory modules

Practical Learning	379(30) (practical)
Mathematics (Ed)	379(15)
Education Policy and Management	389(15)
Sociology of Education	379(10)
Life Skills Dance and Drama	379(10)
Language Education: Core Module	324(5)

Compulsory language modules

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

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

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

Afrikaans Huistaal (Ond)	379(15) *or*
Afrikaans Eerste Addisionele Taal (Ond)	379(15)
English (Home Language) (Ed)	379(15) *or*
English (First Additional Language) (Ed)	379(15)
IsiXhosa (Home Language) (Ed)	379(15) *or*
IsiXhosa (First Additional Language) (Ed)	379(15)
South African Sign Language: Language and Literacy Education	384(15)

Compulsory communicative language modules

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

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

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

Afrikaans Kommunikasie	379(5) *or*
IsiXhosa Communication	379(5)

FOURTH YEAR (120 CREDITS)

Compulsory modules

Practical Learning	479(30) (practical)
Addressing Diverse Learning Needs	414(10)
Life Skills: Physical Education	479(15)
Mathematics (Ed)	479(15)
Philosophy of Education	479(10)

Compulsory language modules

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

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

Afrikaans Huistaal (Ond)	479(15) *or*
Afrikaans Eerste Addisionele Taal (Ond)	479(15)
English (Home Language) (Ed)	479(15) *or*
English (First Additional Language) (Ed)	479(15)
IsiXhosa (Home Language) (Ed)	479(15) *or*
IsiXhosa (First Additional Language) (Ed)	479(15)
South African Sign Language: Language and Literacy Education	484(15)

Compulsory Language of Learning and Teaching (LoLT) modules

You must select at least **two** of the modules below as a Language of Learning and Teaching. These languages will be indicated on your academic transcript as the languages in which you are proficient to teach.

Afrikaans as Language of Learning and Teaching (ALoLT)	424(5)
English as Language of Learning and Teaching (ELoLT)	424(5)
isiXhosa as Language of Learning and Teaching (XLoLT)	424(5)

3.2.2   BEd (Intermediate Phase Education)

FIRST YEAR (120 CREDITS)

Compulsory modules

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

Compulsory language modules

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

Note the following:

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

Afrikaans Huistaal (Ond)	177(15) *or*
Afrikaans Eerste Addisionele taal (Ond)	177(15)
English (Home Language) (Ed)	177(15) *or*
English (First Additional Language) (Ed)	177(15)
IsiXhosa (Home Language) (Ed)	177(15) *or*
IsiXhosa (First Additional Language) (Ed)	177(15)

Elective modules

Choose **two** from the modules below.

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

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

SECOND YEAR (125 CREDITS)

Compulsory modules

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

Compulsory language modules

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

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

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

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

Elective modules

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

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

Life Skills: Music	277(10) *and*
Life Skills: Visual Art	277(10)
Mathematics (Ed)	277(15)
Natural Sciences (Ed)	277(15)
Social Sciences (Ed)	277(15)

THIRD YEAR (125 CREDITS)

Compulsory modules

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

Compulsory language modules

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

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

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

Afrikaans Huistaal (Ond)	377(15) *or*
Afrikaans Eerste Addisionele Taal (Ond)	377(15)
English (Home Language) (Ed)	377(15) *or*
English (First Additional Language) (Ed)	377(15)
IsiXhosa (Home Language) (Ed)	377(15) *or*
IsiXhosa (First Additional Language) (Ed)	377(15)

Compulsory communicative language modules

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

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

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

Afrikaans Kommunikasie	377(5) *or*
IsiXhosa Communication	377(5)

Elective modules

Choose **two** from the modules below.

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

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

FOURTH YEAR (120 CREDITS)

Compulsory modules

Practical Learning	477(30) (practical)
Addressing Diverse Learning Needs	414(10)
Philosophy of Education	477(10)

Compulsory language modules

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

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

Afrikaans Huistaal (Ond)	477(15) *or*
Afrikaans Eerste Addisionele Taal (Ond)	477(15)

English (Home Language) (Ed)	477(15) *or*
English (First Additional Language) (Ed)	477(15)
IsiXhosa (Home Language) (Ed)	477(15) *or*
IsiXhosa (First Additional Language) (Ed)	477(15)

Compulsory Language of Learning and Teaching (LoLT) modules

You must select at least **two** of the modules below as a Language of Learning and Teaching. These languages will be indicated on your academic transcript as the languages in which you are proficient to teach.

Afrikaans as Language of Learning and Teaching (ALoLT)	414(5)
English as Language of Learning and Teaching (ELoLT)	414(5)
isiXhosa as Language of Learning and Teaching (XLoLT)	414(5)

Elective modules

Choose **two** from the following:

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

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

4. Advanced Diploma in Education (ADE) programmes

The Advanced Diploma in Education in the various specialisations is a Continuous Professional Development (CPD) qualification. It is designed for teachers that have an existing specialisation in one of the following eight 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
- School Leadership and Management

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

The purpose of this qualification is to further strengthen and enhance your existing specialisation in a certain field and to develop a new role or practice so that you may support teaching and learning in education in your chosen field. The Faculty aims to develop mentor teachers and leading professionals, such as teaching and learning specialists and senior teaching and learning specialists, in the specific fields.

4.1 Admission requirements and other information applicable to all ADE programmes

Admission requirements

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

a) a **former (before 2018) four-year BEd** (480 credits, previously NQF exit level 6[*] and since 2013 NQF level 7[**])

   or

b) a **new (as of 2018) four-year BEd** (480 credits, NQF exit level 7)[**]

   or

c) a **former general first degree** (360 credits, NQF old exit level 6)[*] **or diploma** (360 credits, NQF old exit

level 6), ***plus* Postgraduate Certificate in Education (PGCE)** (120 credits, NQF exit level 7)*

> *or*

d) a **new general first degree** (360 credits, NQF exit level 7)** **or diploma** (360 credits, NQF exit level 7), ***plus* Advanced Diploma in Teaching** (120 credits, NQF exit level 7)**

> *or*

e) a former **Higher Diploma in Education** (120 credits, NQF exit level 7)**

> *or*

f) a former **Advanced Certificate in Education** (120 credits, old exit level 6)*

> *or*

g) a former **college Higher Diploma in Education** (480 credits, old exit level 5/6)*

> *or*

h) a former **Further Diploma in Education** (120 credits, old exit level 5/6)*

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

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

Admission based on assessment and recognition of prior learning (RPL) and credit accumulation and transfer (CAT)

The candidates for this programme will be identified by the national and/or provincial Education Departments using the above-mentioned admission requirements and certain selection criteria as guidelines. Where necessary, the *Regulation for the Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT)* and the University's admissions policy will be complied with.

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

Application procedure

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

Duration of programme

The programme is presented part time over two years

Assessment

You must get at least 50% in all your modules to pass the programme

Enquiries

Programme coordinator: Dr PW Hanekom
Centre for Pedagogy
Tel: 021 808 9197   Email: pwh@sun.ac.za

Website for more information: www.su.ac.za/en/faculties/education or
www.su.ac.za/en/faculties/education/pedagogy

4.2. Programme content for the different ADE streams

4.2.1   ADE in Intermediate Phase (IP) Mathematics Teaching

FIRST YEAR (60 CREDITS)

Compulsory modules

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

SECOND YEAR (60 CREDITS)

Compulsory modules

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

4.2.2　ADE in Senior Phase (SP) Mathematics Teaching

FIRST YEAR (68 CREDITS)

Compulsory modules

General Pedagogy	171(6)
Educational Perspectives	171(6)
Curriculum Management	171(6)
Numbers, Operations, Relations	172(22)
Patterns, Functions, Algebra	173(14)
Work Integrated Learning 1	171(6)

SECOND YEAR (52 CREDITS)

Compulsory modules

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

4.2.3　ADE in Senior Phase (SP) Natural Sciences Teaching

FIRST YEAR (54 CREDITS)

Compulsory modules

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

SECOND YEAR (66 CREDITS)

Compulsory modules

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

4.2.4   ADE in Further Education and Training (FET) Life Sciences Teaching

FIRST YEAR (54 CREDITS)

Compulsory modules

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

SECOND YEAR (66 CREDITS)

Compulsory modules

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

4.2.5   ADE in Further Education and Training (FET) Mathematics Teaching

FIRST YEAR (55 CREDITS)

Compulsory modules

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

SECOND YEAR (65 CREDITS)

Compulsory modules

Calculus	271(9)
Work Integrated Learning 2	272(6)

Elective modules:

Choose **one** focal area from the following:

Focal Area: General Mathematics

Choose **all** modules from the following:

Geometry	271(22)
Trigonometry	271(14)
Data Handling	273(14)

Focal Area: Technical Mathematics

Choose **all** modules from the following:

Technical Mathematics Teaching Number systems and Differential Calculus	271(8)
Technical Mathematics Trigonometry	271(14)
Technical Mathematics Teaching Geometry, Mensuration and Angular movement	271(28)

4.2.6   ADE in Further Education and Training (FET) Physical Science Teaching

FIRST YEAR (54 CREDITS OR 51 CREDITS)

Compulsory modules

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

Elective modules:

Choose **one** focal area from the following:

Focal Area: General Physical Sciences

Choose **all** modules from the following

Physics Teaching: Magnetism and Electricity	171(10)
Physics Teaching: Mechanics	171(10)

Focal Area: Technical Sciences

Choose **all** modules from the following:

Technical Physics Teaching Magnetism and Electricity	171(8)
Technical Physics Teaching Mechanics	171(9)

SECOND YEAR (66 CREDITS OR 69 CREDITS)

Compulsory modules

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

Elective modules:

Choose **one** focal area from the following:

Take note: You have to continue with the focal area you took in the first year.

Focal Area: General Physical Sciences

Choose the following module:

Physics Teaching: Energy, Waves and Matter	271(10)

Focal Area: Technical Sciences

Choose **all** modules from the following:

Technical Physics Teaching Waves and Electronic Properties of Matter	271(9)
Technical Physics Teaching Heat and Thermodynamics	271(4)

4.2.7   ADE in Mathematical Literacy Teaching

FIRST YEAR (62 CREDITS)

Compulsory modules

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

SECOND YEAR (58 CREDITS)

Compulsory modules

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

4.2.8   ADE in School Leadership and Management

TOTAL CREDITS FOR YEARS 1 AND 2 (120 CREDITS)

Compulsory modules

These modules must be completed in 2 years, and the host department will determine the modules' grouping.

Leading and Managing Teaching and Learning in School	171(18)
Leading and Managing Extra-curricular and Co-curricular Activities	171(9)
Leading and Managing People and Change	171(18)
Working with and for the Wider Community	172(9)
Leading and Managing the School as an Organisation	172(18)
Working within and for the School System	172(18)

Compulsory module

Portfolio and Workplace Project (across both years)	172(30)

Postgraduate programmes

1. Summary of postgraduate programmes

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

Postgraduate qualification	Programme	Distinctions within a programme
Postgraduate certificate	Postgraduate Certificate in Education (PGCE)	
Postgraduate diplomas	Postgraduate Diploma in	• Higher Education in Teaching and Learning • Mathematics Education • Science Education
Honours degrees	BEdHons	• Curriculum Inquiry • Education Development and Democracy • Educational Support • Foundation Phase Education • Language Education
Master's degrees	MEd	MEd (Research) • Curriculum Studies • Educational Support • Education Policy Studies MEd (Structured) • Curriculum Studies • Educational Support • Psychology • Educational Psychology
	MPhil	MPhil (Structured) • Higher Education Studies • Lifelong Learning MPhil (Research)
Doctoral Degrees	DEd	
	PhD	• Comparative Education • Curriculum Studies • Educational Psychology • Educational Support • Education and Training and Lifelong Learning • Education Management • Education Policy Studies • Environmental Education • Higher Education • History of Education • Language Education • Philosophy of Education

2. Postgraduate certificate and diploma programmes

2.1 Postgraduate Certificate in Education (PGCE)

The aim of this programme is to provide educators for the Further Education and Training Band (Grades 10 – 12). Our programme has been approved by the Department of Higher Education and Training, accredited by

the Council on Higher Education, and registered by the South African Qualification Authority.

2.1.1 Admission requirements, practical school visits and other information

Please note that this is a selection programme with admission requirements. The PGCE programme attracts many applications, but intake is limited. Even if you meet these requirements, it does not guarantee you a place. During the selection process a minimum number of required registrations will be considered for the certain specialisation subjects as determined by the Faculty.

Admission requirements and provisions relating to admission

General admission requirements

- You must have at least a bachelor's degree (NQF level 7) from a recognised university, which meets certain conditions.
- You must qualify for two teaching subjects (see below).

Or

- If you qualify only for Music Teaching or Drama Teaching, you will be considered for admission. However, to comply with the minimum required credit allocation for the programme, you will have to complete an additional Advanced Study module. This applies, for example, if you have completed BMus or a similar qualification.

Specific admission requirements for Teaching modules

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

Further provisions concerning admission

a) As a PGCE student, you may not register concurrently for another module and/or programme at this or any other university.

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

c) If you want to interrupt your PGCE programme, the following applies:

- You may interrupt your PGCE programme for one year after one semester.
- The reason for the interruption must first be approved by Senate.

d) Before you may register for the PGCE programme, you must first complete two weeks of observation at a school of your choice before the commencement of lectures in the first term. The following applies:

- The school must complete forms about the observation. These forms will be provided before the end of the previous year to all students accepted into the PGCE programme.
- You must submit the forms according to the instructions provided in the school observations documentation.
- If you have not submitted the forms by the due date, you may be deregistered from the programme for not adhering to the observation aspect of the admission requirements.

e) If you did not complete a computer/computer-use module during your undergraduate studies, the following applies:

- You must register for the Faculty of Education's computer use module, Information Communication Technologies (ICTs) for Learning 177. This is an additional 10-credit module which will ensure that you comply with the policy on minimum requirements for teacher education qualifications.
- If you register for this module, you must pass it to receive your PGCE qualification

f) If you experience psychological challenges which may affect your professional conduct during your studies.

School Practicum as a compulsory requirement to obtain the PGCE

You must complete the School Practicum component of the Practical Learning module to obtain the PGCE. The following applies:

a) As a PGCE student, you visit secondary schools in Stellenbosch and the wider Western Cape that are in partnership with Stellenbosch University.

b) The School Practicum takes place during the whole of the third school term. The University vacation falls in the school term at present. Nevertheless, you must spend the entire period at the school, regardless of the University holidays. No exceptions will be made.

c)   If, for some reason, you should fall behind on the required number of weeks, you will not as a rule be allowed to catch up on your school visits until the start of the next school year. d)   *Take note: A sub-minimum of 50% progress mark at the end of the first semester, in each of your specialisation subjects, is required to allow you to go on teaching practice in the third term. Class attendance is compulsory.* **If there is clear evidence that you are insufficiently prepared in a certain specialisation subject, the Dean may refuse to allow you to teach that particular subject at the school.** The following applies in such a case:

- The Dean's decision must be made in consultation with the relevant departmental chairperson and programme coordinator.
- If two or more of your subject specialisations are effected, you must repeat the School Practicum in the third term the following year. This stipulation about repeating the School Practicum is subject to you first passing the specialisation subjects.
- If only one subject specialisation is affected, then you may continue to teach the other specialisation/s. The outstanding specialisation may then be taught in the first term of the school year. This means you could graduate by March/April.

  You will be insufficiently prepared if you:
- irregularly attend classes and orientation sessions.
- do not obtain a minimum of 50% in each of your specialisation subjects at the end of the first semester.
- do not attend presentations and preparation sessions.
- poorly prepare for lesson analysis (microteaching/peer teaching) evaluation and show poor progress in it.
- do not complete observations during lesson analysis periods.
- have been advised by Centre for Student Counselling and Development or another registered psychological specialist or institution to postpone or cancel your school practice teaching.
- have been found guilty of a disciplinary transgression at the University.
- have not submitted your police clearance certificate to the teaching and learning office, GG Cillié Building, room 4007, prior to the start of school practice teaching.

Microteaching

You will prepare and present lessons to learners and observe how other students present lessons. This extends over 4 periods a week and includes lesson design, media design, lesson implementation, lesson evaluation and lesson observation.

Languages of learning and teaching

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

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

a)   Afrikaans as Taal van Leer en Onderrig (5 credits)

b)   English as a Language of Learning and Teaching (5 credits)

c)   IsiXhosa as a Language of Conversational Competence (5 credits)

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

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

Pass requirements for language modules

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

Application procedure and closing date

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

Duration of programme

The PGCE programme is presented over one academic year.

Provisions relating to promotion

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

Enquiries

Email: pgce@sun.ac.za

Website for more detailed information: www.su.ac.za/en/faculties/education

2.1.2 Programme content for the PGCE programme

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

Anchor/major module

Teacher Education	777(126)

Submodules

Practical Learning	771(32)
Afrikaans as Taal van Leer en Onderrig	771(5)
English as a Language of Learning and Teaching	771(5)
Xhosa as a Language of Conversational Competence	771(5)
Curriculum Studies	771(8)
Educational Leadership and Management	771(6)
Educational Psychology	771(8)
History and Sociology of Education	771(8)
Philosophy of Education	771(8)
Sustainable Living	771(6)

If you have two subject specialisations:

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

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

If you have only one subject specialisation (2.1.1 Admission requirements, practical school visits and other information):

Choose the following **two** modules:

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

Additional module

If you have not completed a computer-use module during your undergraduate studies, you must register for the Faculty of Education's module Information Communication Technologies (ICTs) for Learning 771. This is a 10-credit module designed to ensure compliance with the minimum requirements for teacher education qualifications. The module focuses not only on computer use, but also on the integration of contemporary digital technologies and digital pedagogy across all CAPS subjects.

You may receive exemption from this module only if you have completed a computer-use module of at least 5 credits (SU equivalent) that includes the core Microsoft Office applications: Word, Excel and PowerPoint. Successful completion of ICTs for Learning 177 is compulsory for being awarded the PGCE qualification.

ICTs for Learning	771(10)

2.1.2.1 Teaching modules: Provisions and prerequisite pass requirements

Number of Teaching modules that may be taken

Please note that you must take **two Teaching modules (school subjects)** as this will improve your career prospects. You may take **a third Teaching module** as an extra module for the PGCE, on the following conditions:

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

Limitations regarding Teaching modules and module combinations

- The Teaching modules are not necessarily all offered every year. As a rule, a limited number of students is required.
- Note: You will not be considered for admission to the PGCE programme with the combination of Economics and Business Studies or Life Orientation and Physical Education.

Teaching module specialisation options and prerequisites pass requirements

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

a)   Accounting Teaching 771

Prerequisite pass:

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

b)   Afrikaans-onderrig 771

Prerequisite pass:

For the teaching of Afrikaans as First Additional Language:

- Afrikaans with linguistics and literature, or Afrikaans and Dutch on second-year level (or NQF level 6) (at least 32 credits), or the equivalent.

For the teaching of Afrikaans as Home Language:

- Afrikaans with linguistics and literature, or Afrikaans and Dutch on third-year level (or NQF level 7) (at least 32 credits), or the equivalent.

Please note: Afrikaans Language Acquisition (32 credits) does not grant admission to the module.

c)   Agricultural Sciences Teaching 771

Prerequisite pass: Three-year degree.

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

d)   Business Studies Teaching 771

Prerequisite pass:

- One of the following combinations at second-year level (or NQF level 6) up to a total of at least 32 credits:
  - Financial Management 214(16), 254(16) *or*
  - Marketing Management 214 (16), 244(16) *or*
  - Entrepreneurship and Innovation Management 214(16), 244(16) *or*
  - A 32-credit combination of any of the above combinations, e.g. Financial Management 214(16) and Marketing Management 214(16).

Note: You will not be considered for admission to the PGCE programme with the combination of Economics and Business Studies.

e)   Computer Application Technology Teaching 771

Prerequisite passes:

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

f)   Drama Teaching 771

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

g)   Economics Teaching 771

Prerequisite pass:

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

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

h)   English Language Teaching 771

Prerequisite pass:

For teaching English as a Home and First Additional Language:

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

  or

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

i)   Foreign Language Teaching 771

Prerequisite pass:

- Completed at least third-year modules (NQF level 7) of at least 48 credits or the equivalent in Chinese, French or German (offered as second additional language in the South African school curriculum). To be taken in combination with compulsory modules in the PGCE programme.

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

j)   Geography Teaching 771

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

k)   German Teaching 771

Prerequisite pass:

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

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

l)   History Teaching 771

Prerequisite pass:

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

m)   Information Technology Teaching 771

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

n)   IsiXhosa Teaching 771

Prerequisite passes:

- IsiXhosa at third-year level (at least 48 credits or equivalent in terms of a qualification in IsiXhosa at NQF level 7 that equips the prospective IsiXhosa Teaching 771 student to either teach IsiXhosa as a First Additional Language or Home Language).

o) Life Sciences Teaching 771

Prerequisite passes:

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

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

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

p) Life Orientation Teaching 771

Prerequisite pass:

- Psychology at third-year level (at least 48 credits)

Preference will be given to:

- Applicants who, in addition to Psychology third-year level, also have one of the following subjects at second- or third-year level: Sociology, Social Anthropology, History, Sport Science, Geography & Environmental Studies and/or:
- Applicants with another subject specialisation offered as part of the PGCE programme.

In addition, take note of the following:

As a rule, because the opportunities and subject offerings at schools are limited, you are not allowed to take only **Life Orientation (LO) Teaching** and **Physical Education Teaching** as your two specialisation subjects. A

third specialisation subject is necessary in this case.

- The number of enrolments for LO Teaching may be capped.

q) Mathematical Literacy Teaching 771

Prerequisite pass:

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

  or

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

  or

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

r) Mathematics Teaching 771

Prerequisite pass:

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

  or

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

s) Music Teaching 771

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

t) Physical Education Teaching 771

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

u) Physical Sciences Teaching 771

Prerequisite pass:

- Chemistry and Physics at second-year level (or NQF level 6) (at least 64 (2 x 32) credits), or the

equivalent

or

- Chemistry at first-year level (or NQF level 6) (at least 24 credits) and Physics at third-year level (or NQF level 7) (at least 48 credits), or the equivalent.

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

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

or

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

v) Religion(s) Studies Teaching 771

Prerequisite pass:

- Religion Studies or Religious Studies at second-year level (at least 32 credits)

or

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

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

w) Visual Art Teaching 771

Prerequisite pass:

A three-year degree in art.

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

Cooperation with other institutions

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

Admission requirements

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

Duration of programme

The programme extends over two academic years.

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

Examination and assessment

a) Every module will contain formative and summative assessment opportunities.

b) You must get at least 50% in all your modules to pass the programme.

c) Assessment opportunities will entail both theoretical and practical work.

Enquiries

Programme coordinator: Dr N Tshuma
Centre for Teaching and Learning / Department of Curriculum Studies
Tel.: 021 808 2277   Email: ntshuma@sun.ac.za

Programme contents

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

Anchor module

Higher Education in Teaching and Learning	778(120)

Submodules

Compulsory core modules

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

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

Elective modules

Choose **one** of the following:

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

2.3 Postgraduate Diploma in Mathematics Education – PGDip (Mathematics Education)

The Postgraduate Diploma in Mathematics Education is a continuous professional development (CPD) qualification to:

1. further strengthen and deepen your knowledge as an educator in an existing specialization in mathematics education, as:

a. 1st post-initial professional qualification that follows the initial qualification, or as

b. 2nd or 3rd post-initial professional qualification that follows on the Advanced Diploma in Education; and

2. prepare you to articulate into a Master of Education (MEd)/professional master's (PME) degree.

Admission requirements

- A 480-credit BEd degree (NQF level 7) with a cognate specialisation (major subject up to fourth year or NQF level 7) in Mathematics;

  OR

- A three-year appropriate bachelor's degree (e.g. BSc), with a cognate qualification in Mathematics, and a postgraduate Certificate in Education (or a former equivalent)

  OR

- A four-year professional teaching qualification(s) as well as a 120-credit NQF level 7 Advanced Diploma with a cognate qualification in Mathematics.

Further provisions regarding admission to the PGDip programme

- You must have obtained an average of at least 60% in the final year of your relevant undergraduate study.
- You must be appointed in a teaching-related post.
- 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

- o   using the electronic resources of SU's library
- o   sending and receiving email
- o   generating assignments and submitting them electronically
- The programme will be capped at 40 and candidates will be admitted on a first-apply-first-served basis.

Application procedure

Provincial education departments or private funders identify prospective PGDip students for the Stellenbosch University Centre for Pedagogy (SUNCEP). Application links are then sent to those prospective students.

Duration of programme

The programme is presented in a hybrid model and 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 (no examinations).

b)   You must obtain a pass mark of at least 50% in each of the modules to pass the programme.

c)   To pass the degree with distinction (*cum laude*), you must obtain an overall average of 75%

d)   Assessment opportunities will entail both theoretical and practical work.

Enquiries

Programme coordinator: Dr PW Hanekom

Stellenbosch University Centre for Pedagogy (SUNCEP)

Tel.: 021 808 9197   Email: pwh@sun.ac.za

Programme contents

The Postgraduate Diploma in Mathematics Education offers a qualification pathway for teachers who wish to pursue studies that advance their professional and academic development, rather than offering a pure research trajectory. This is done to enable working professional educators to critically reflect and learn by being exposed to a systematic survey of current thinking, practice, and research methods in mathematics education. All modules are compulsory year modules.

FIRST YEAR OF STUDY

Compulsory year modules

Introduction to Educational Research	771(15)
Theories in Mathematics Ed	771(15)
Comparative Studies (Math Ed)	771(15)
Introduction to Neurocognitive Study	771(15)

SECOND YEAR OF STUDY

Compulsory year module

Instructional Leadership Ed	771(20)
Curriculum Development and Instructional Design (Math Ed)	771(40)

2.4 Postgraduate Diploma in Science Education – PGDip (Science Education)

The Postgraduate Diploma in Science Education is a continuous professional development (CPD) qualification to:

1.   further strengthen and deepen your knowledge as an educator in an existing specialization in science education, as:

a.   1st post-initial professional qualification that follows the initial qualification, or as

b.   2nd or 3rd post-initial professional qualification that follows on the Advanced Diploma in Education; and

2.   prepare you to articulate into a Master of Education (MEd)/professional master's (PME) degree.

Admission requirements

- A 480-credit BEd degree (NQF level 7) with a cognate specialisation (major subject up to fourth year or NQF level 7) in Science;

  OR

- A three-year appropriate bachelor's degree (e.g. BSc), with a cognate qualification in Science, and a postgraduate Certificate in Education (or a former equivalent)

  OR

- A four-year professional teaching qualification(s) as well as a 120-credit NQF level 7 Advanced Diploma with a cognate qualification in Science.

Further provisions regarding admission to the PGDip programme

- You must have obtained an average of at least 60% in the final year of your relevant undergraduate study.
- You must be appointed in a teaching-related post.
- The Faculty expects you to at least have access to a computer and the internet to be able to perform the following activities:
  o   accessing SUNLearn modules and participating in the various learning activities
  o   using the electronic resources of SU's library
  o   sending and receiving email
  o   generating assignments and submitting them electronically
- The programme will be capped at 40 and candidates will be admitted on a first-apply-first-served basis.

Application procedure

Provincial education departments or private funders identify prospective PGDip students for Stellenbosch University Centre for Pedagogy (SUNCEP). Application links are then sent to those prospective students.

Duration of programme

The programme is presented in a hybrid model and 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 (no examinations).

b)   You must obtain a pass mark of at least 50% in each of the modules to pass the programme.

c)   To pass the degree with distinction (*cum laude*), you must obtain an overall average of 75%

c)   Assessment opportunities will entail both theoretical and practical work.

Enquiries

Programme coordinator: Dr PW Hanekom

Stellenbosch University Centre for Pedagogy (SUNCEP)

Tel.: 021 808 9197   Email: pwh@sun.ac.za

Programme contents

The Postgraduate Diploma in Science Education offers a qualification pathway for teachers who wish to pursue studies that advance their professional and academic development, rather than offering a pure research trajectory. This is done to enable working professional educators to critically reflect and learn by being exposed to a systematic survey of current thinking, practice, and research methods in science education. All modules are compulsory year modules.

FIRST YEAR OF STUDY

Compulsory year modules

Introduction to Educational Research	771(15)
Theories in Science Ed	771(15)
Comparative Studies (Sci Ed)	771(15)
Introduction to Neurocognitive Study	771(15)

SECOND YEAR OF STUDY

Compulsory year module

Instructional Leadership Ed	771(20)
Curriculum Development and Instructional Design (Sci Ed)	771(40)

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 Rules) of the University Yearbook.

3.1 BEdHons

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

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

Please note:

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

3.1.1 Admission requirements and information applicable to all BEdHons programmes

Admission requirements and further provisions regarding admission

Admission requirements

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

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

- a relevant university degree and a secondary education diploma or certificate (e.g. SED, HDE, PGCE, UED, LSED);

  or

- a relevant university degree and a primary education diploma (e.g. PES, PGDE, HPED, etc.);

  or

- a relevant university degree and an education qualification deemed adequate for such purpose by Senate;

  or

- a four-year integrated Education degree;

  or

- (where the applicability and academic relevance of your job experience warrants it) some other relevant combination of studies, both academic and professional which, for purposes of admission, is deemed by Senate to be equivalent to an integrated four-year bachelor's degree or a bachelor's degree (supplementary Education studies may be required of such candidates prior to admission);

  or

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

Further provisions regarding admission to the BEdHons programmes

- You must have obtained an average of at least 65% 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:
  o accessing SUNLearn modules and participating in the various learning activities
  o using the electronic resources of SU's library
  o sending and receiving email

o   generating assignments and submitting them electronically

Application procedure and closing date

Application procedure

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

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

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

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

Office of the Vice Deans (room 1029 B)
Tel: (021) 808 2122   Email: nswartz@sun.ac.za

Closing dates

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

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

Provisions relating to promotion

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

Enquiries

Specialisation	Contact person	Telephone number	Email address
BEdHons programmes			
General enquiries	Ms N Swartz	021 808 2122	nswartz@sun.ac.za
Curriculum Inquiry	Dr ML Botha	021 808 2293	lbot@sun.ac.za
Education Development and Democracy	Dr JP Joorst	021 808 2419/2398	jpjoorst@sun.ac.za
Educational Support	Dr C Jacobs	021 808 9618	carmelitaj32@sun.ac.za
Foundation Phase Education	Dr L Bosman	021 808 2268	lindabosman@sun.ac.za
Language Education	Dr S Bishop Swart	021 808 2300	sbishop@sun.ac.za

Website for more information:

www.su.ac.za/apply/postgrad

3.1.2 BEdHons programmes

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

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

Duration of programmes

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

Presentation structure

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

- Face-to-face contact sessions on campus
- Telematics broadcasts (streaming live online) and MS Teams sessions
- 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 and electronic assignments.

Contact sessions on campus

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

Note: Attending the on-campus contact sessions is **compulsory**. If you miss these sessions, your class attendance may be unsatisfactory, and your work may fail to meet the programme outcomes. If lecturers find your work unsatisfactory or note that you are not attending classes, they may escalate the matter in accordance with SU Yearbook, Part 1 (General Rules), and you risk failing or being deregistered from the module(s) or programme.

If you are registered to complete your programme over two years, you must attend the contact sessions of the modules that you are registered for in that year. The schedule for contact sessions will be included in the programme guide, and the module framework and will be distributed electronically at the beginning of each academic year.

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

Contact session 2: June–July school holidays

Assessment

All BEdHons programmes follow a flexible assessment approach consisting of various assessment methods and modalities. The assessment plan for each module will be communicated once the module starts.

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

3.1.2.1 BEdHons (Curriculum Inquiry)

Specific admission requirements

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

    and

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

Programme content

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

If you enrol to complete the programme in one year:

Anchor module

Curriculum Inquiry	778 (120)

Compulsory year modules

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

Compulsory first-semester modules

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

Elective year modules

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

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

If you enrol to complete this programme in two years:

Anchor module

Curriculum Inquiry	778 (120)

FIRST YEAR OF STUDY

Compulsory year modules

Curriculum Studies: Key Moments, Concepts and Debates	772 (30)

Compulsory first-semester modules

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

Elective year modules

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

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

SECOND YEAR OF STUDY

Compulsory year module

Research Project (Curriculum Inquiry)	771 (35)

Compulsory first-semester module

Educational Research	711(10)

3.1.2.2 BEdHons (Educational Support)

Specific admission requirements

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

Selection

This is a programme where selection takes place.

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

Further study possibilities

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

Note: This BEdHons degree does not make you eligible for the MEdPsych structured programme.

Programme content

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

If you enrol to complete this programme in one year:

Anchor module

Educational Support	787(120)

Compulsory year modules

Research Project (Educational Support)	772(30)

Compulsory first-semester modules

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

Compulsory second-semester modules

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

Elective modules

There are *no* electives for this programme.

If you enrol to complete this programme in two years:

Anchor module

Educational Support	787(120)

FIRST YEAR OF STUDY

Compulsory first-semester modules

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

Compulsory second-semester module

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

SECOND YEAR OF STUDY

Compulsory year module

Research Project (Educational Support)	772(30)

Compulsory first-semester modules

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

Elective modules

There are *no* electives for this programme.

3.1.2.3 BEdHons (Education Development and Democracy)

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

If you enrol to complete the programme in one year:

Anchor module

Educational Development and Democracy	778(120)

Compulsory year modules

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

Compulsory first-semester modules

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

Compulsory second-semester modules

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

Elective modules

There are *no* electives for this programme.

If you enrol to complete this programme in two years:

Anchor module

Educational Development and Democracy	778(120)

FIRST YEAR OF STUDY

Compulsory first-semester modules

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

Compulsory second-semester module

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

SECOND YEAR OF STUDY

Compulsory year module

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

Compulsory first-semester module

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

Elective modules

There are *no* electives for this programme.

3.1.2.4 BEdHons (Foundation Phase Education)

Specific admission requirements

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

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

Additional to the requirements above:

- At least 60% for Foundation Phase Literacy Education as well as Foundation Phase Mathematics Education in your final year of study above
- A minimum average of 65% in the final year of undergraduate study

Selection

This is a programme where selection takes place:

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

Programme content

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

If you enrol to complete this programme in one year:

Anchor module

Foundation Phase	778(120)

Compulsory year modules

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

Compulsory first-semester modules

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

Elective modules

There are *no* electives for this programme.

If you enrol to complete this programme in two years:

Anchor module

Foundation Phase	778(120)

FIRST YEAR OF STUDY

Compulsory first-semester modules

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

Compulsory year modules

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

SECOND YEAR OF STUDY

Compulsory year modules

Research Project (Foundation Phase)	773(30)

Compulsory first-semester modules

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

Elective modules

There are *no* electives for this programme.

3.1.2.5 BEdHons (Language Education)

Specific admission requirements

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

Programme content

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

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

If you enrol to complete this programme in one year:

Anchor module

Language Education	778(120)

Compulsory year modules

Research Project (Language Education)	771(30)

Compulsory first-semester modules

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

Elective modules

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

First-semester electives

Group A

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

Second-semester electives

Group B

Teaching Creative Writing	744(15)
Pedagogical Lexicography	744(15)
Digital Pedagogy for Language Learning	744(15)

If you enrol to complete this programme in two years:

Anchor module

Language Education	778(120)

FIRST YEAR OF STUDY

Compulsory first-semester modules

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

Elective modules

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

First-semester electives

Group A

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

Second-semester electives

Group B

Teaching Creative Writing	744(15)
Pedagogical Lexicography	744(15)
Digital Pedagogy for Language Learning	744(15)

SECOND YEAR OF STUDY

Compulsory year module

Research Project (Language Education)	771(30)

Compulsory first-semester modules

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

4. Master's programmes

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

4.1 MEd

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

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

Admission requirements

Qualification

To be admitted to the MEd programme, you must:

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

  or

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

  or

- have obtained a pass in another combination of studies both academic and professional, deemed appropriate by Senate for the purpose of joining the intended programme, including the combination of a four-year professional degree that has no Education component and an education diploma/certificate (supplementary study in Education will be required of you);
  or
- in some manner have attained in your particular field of study a standard of competence deemed adequate by Senate (supplementary studies in Education will be required of you).

Conditions for admission

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

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

Research methodology at honours level

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

Specific admission requirements for individual programmes

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

Selection

You must be selected to be admitted to MEd studies.

Requirements for obtaining the MEd degree

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

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

Duration of the programme

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

Application procedure and closing date

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

  Ms EE Louwrens
  Email: eel@sun.ac.za

Programme structure and content

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

4.1.2   MEd (Research)

Requirements for obtaining the MEd (Research) degree

For this degree you must:

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

Programme structure

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

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

- 66516-872 (180) Curriculum Studies (100% thesis)
- 66524-872 (180) Education Policy Studies (100% thesis)
- 66532-872 (180) Educational Support (100% thesis)

4.1.2.1 MEd (Curriculum Studies) (Full Thesis)

Programme content

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

- Assist in the development of a critical understanding of curriculum theory, design and implementation in diverse educational contexts;
- Analyse, critique and improve curriculum design and implementation through evidence-based research;
- Enhance research skills to drive curriculum transformation; and
- Develop innovative curriculum leadership in response to learners' evolving needs.

A secondary aim is to equip you with the necessary research skills to undertake further advanced studies at doctoral level and to conduct rigorous curriculum research. These aims include the competence to function as curriculum researcher and transformative leader in professional educational contexts.

The programme explores the following themes, among others:

- Curriculum theory and frameworks in modern-day educational contexts (both local and global)
- Critical analysis of curriculum theories and implications for pedagogy
- Research design and methodology for curriculum studies employing qualitative and quantitative methods
- Data analysis and interpretation techniques for curriculum improvement
- Pedagogical strategies for improving school and learner performance
- Curriculum renewal and innovation in 21st-century learning spaces
- Decolonisation of curriculum content and pedagogical practices in African and South African contexts
- Social justice, equity and transformation in curriculum design for inclusive educational environments

Enquiries

Programme coordinator: Prof M van der Merwe
Department of Curriculum Studies
Tel.: 021 808 2396   Email: michelevdm@sun.ac.za

Website for more detailed information: www.su.ac.za/en/faculties/education

4.1.2.2 MEd (Education Policy Studies) (Full Thesis)

Programme content

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

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

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

The themes that are explored include:

- Democratic praxis and educational transformation, including policy developments within the South African political context
- Values in education, including equality, liberty, diversity, justice, shared compromise, practical reasoning and community
- Globalisation, internationalisation and free market ideology

- Centralisation/decentralisation dynamics
- International comparative studies on learner achievement and school effectiveness
- The learning institution and the nurturing of quality within instructional change
- Developing supportive processes, systems (organisation building) and funding

Enquiries

Programme coordinator: Prof N Davids
Department of Education Policy Studies
Tel.: 021 808 2877   Email: nur@sun.ac.za

Website for more detailed information: www.su.ac.za/en/faculties/education

4.1.3   MEd (Structured)

Requirements for obtaining the MEd (Structured) degree

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

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

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

Duration of programme

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

Provisions relating to promotion

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

Programme structure

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

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

The structured component:
- o   includes written examinations
- o   constitutes 66% of the final mark

4.1.3.1 MEd (Curriculum Studies) (Structured)

No students will be admitted to this programme in 2026.

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

Summative assessment as follows:

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

Enquiries

Programme coordinator: This information is not available at present.
Department of Curriculum Studies
Tel.: This information is not available at present.   Email: This information is not available at present.

Website for more information: www.su.ac.za/en/faculties/education

Programme structure

You must complete the following:

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

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

Programme content

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

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

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

Anchor module

Curriculum Studies	879(180)

FIRST YEAR (90 CREDITS)

Compulsory modules

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

Elective modules

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

SECOND YEAR (90 CREDITS)

Research Thesis	874(90)

4.1.3.2 MEd (Educational Support) (Structured)

No students will be admitted to this programme in 2026.

Selection

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

Application procedure and closing date

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

Duration of programme

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

The mode of presentation in this programme is contact teaching.

Assessment and examination

- The modules (research thesis excluded) are examined through flexible assessment and count 50% of the final mark.
- You must do assignments and/or presentations in every taught module.
- You must do a final presentation and/or oral examination for every module.
- You must obtain a pass mark of 50% in each of the modules (thesis included).
- The thesis counts 50% of the final mark.
- The final mark is entered under the anchor module Educational Support 879(180).

Enquiries

Department of Educational Psychology

Selection and programme enquiries: Mrs A Grootboom
Tel.: 021 808 2308   Email: grootbooma@sun.ac.za

Programme coordinator: Prof MC Moen
Tel.: 021 808 2319 or 021 808 2308   Email:melaniem@sun.ac.za

Website for more detailed information: www.su.ac.za/en/faculties/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

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

4.1.3.3 MEd (Psych) (Structured) (Last intake 2024)

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 teaching experience or equivalent teaching 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:**
  o   Registration as an intern psychologist with the Health Professions Council of South Africa *and*
  o   an MEd (Psych) qualification in Educational Psychology.
- **Duration and presentation structure of internship:**
  o   A minimum of one year's continuous full-time internship.
  o   Consult Form 160 on the HPCSA website for latest regulations.
- Internships are approved by the Health Professions Council of South Africa and fall under the supervision of the Department of Educational Psychology. Your internship programme must be submitted to the Department at least five months before you plan to start your internship. After this, it is sent to the Health Professions Council of South Africa for approval.
- The onus is on you, in consultation with the Department, to arrange 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 period allowed by the Health Professions Council of South Africa. Your qualification and internship must both be completed within three years.

Assessment and examination

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

Enquiries

Programme coordinator: Dr K Conradie
Department of Educational Psychology
Tel.: 021 808 2037   Email: karlienL@sun.ac.za

Website for more detailed information: www.su.ac.za/en/faculties/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 practicum.

4.1.3.4 MEd (Educational Psychology)

The MEd (Educational Psychology) serves as requirement for registration as psychologist (in the category Educational Psychology) with the Health Professions Council of South Africa (HPCSA).

The Board for Psychology of the HPCSA has implemented revised requirements for the educational psychology programme. To comply with these changes, we have incorporated a full one-year internship into the curriculum, which has implications for the minimum duration of the programme. You will be required to complete the entire coursework component of the programme and obtain faculty approval for your research proposal before commencing the internship. The internship and research components of the programme can be completed concurrently within the same academic year.

Specific admission requirements

a)   The following qualification:

- An approved professional qualification in education (e.g. BEd or PGCE)
- An honours degree (NQF level 8) in psychology or educational psychology (e.g. BEdHons in Educational Psychology, BEd (Psych) or an approved honours in psychology)

  This means that applicants must have successfully completed Psychology 1, 2 and 3 as undergraduate modules.

  Note: A BEdHons in Educational Support or Psychology of Education does not make you eligible for admission.

b)   At least 65% for Educational Psychology or psychology-orientated subjects passed at NQF level 8.

Additional recommendations

Since this is a selection programme which attracts many applicants, formal continuous experience of at least two years within any contiguous field (e.g. education, social work, medicine, health therapies and counselling) may be advantageous to your application.

Selection

- This is a selection programme.
- Selection takes place annually after July. (If you have not received an invitation to Phase 2 by mid-August, you may assume that your application to continue after Phase 1 was unsuccessful.)

Internship

- **Admission requirements for internship:**
  - Registration as an intern psychologist with the HPCSA *and*
  - Completion of the entire coursework component of the programme, as well as obtainment of faculty approval for your research proposal.
- **Duration and presentation structure of internship:**
  - A minimum of one year's continuous full-time internship.
  - Consult Form 160 on the HPCSA website for latest regulations.
- Internships are approved by the HPCSA and fall under the supervision of the Department of Educational Psychology. You must submit your internship programme to the Department at least five months before you plan to start your internship. After this, it is sent to the Health Professions Council of South Africa for approval.
- You are responsible, in consultation with the Department, to arrange 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 coursework, which will be offered full-time over one year, and an accredited, continuous twelve-month prescribed internship.
- You must complete your studies in the period allowed by the HPCSA. Your studies for the qualification, inclusive of the internship, must both be completed within three years.

Assessment and examination

- Assessment consists of formative and summative assessment opportunities in each module as explained in the module frameworks.
- If there is clear evidence that you are insufficiently prepared in certain module content, the programme committee may delay your professional practice.
- Students' performance is monitored and assessed continuously throughout the year. Staff members involved in training meet regularly to discuss students' progress.

- Continuous support strategies are stipulated in the work programmes of the respective modules and form part of the teaching and learning curriculum. Should a student experience challenges with certain aspects of the programme, they will be required to participate in a formal mentoring process. In some cases, mentoring and/or professional support may be a condition of continued programme participation.
- 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

Department of Educational Psychology

Programme coordinator: Dr C Jacobs
Tel.: 021 808 9618   Email: carmelitaj32@sun.ac.za

Website for more detailed information: www.su.ac.za/en/faculties/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 practice as an educational psychologist in the South African context.

Anchor module

Educational Psychology	(180)

Compulsory modules

Child and Adult Psychopathology	843(10)
Pathways to Psychological Wellbeing	814(30)
Educational and Psychological Assessment	814(12)
Learning Support	814(20)
Professional practice prescribed by the Health Professions Council of SA	871(33)
Research Methodology	814(15)
Research Thesis	871(60)
Internship	874 (non-credit-bearing)

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 practicum to gain access the oral exam.

4.2 MPhil

Three MPhil programmes are offered in the Faculty:

- MPhil (Higher Education Studies) (Structured)
- MPhil (Lifelong Learning) (Structured)
- MPhil (Research)

4.2.1   MPhil (Higher Education Studies) (Structured)

Specific admission requirements

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

- have an appropriate honours degree (with an average of at least 65%) and have been employed in a higher education environment for at least two years;
  or

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

  or

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

Selection

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

Closing date for applications

- The closing date for applications is **30 September** of the year before admission.
- Applicants apply online on the following webpage: www.su.ac.za/apply/postgrad.

Duration and presentation structure of the programme

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

Assessment and examination

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

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

Enquiries

Programme coordinator: Dr N Tshuma
Department of Curriculum Studies
Tel.: 021 808 2277   Email: ntshuma@sun.ac.za

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

Programme contents

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

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

Anchor module

Higher Education	879(180)

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

Compulsory modules

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

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

4.2.2   MPhil (Lifelong Learning)

Specific admission requirements

a)   For admission to the MPhil (Lifelong Learning) programme, you must:

- have an appropriate honours degree (with an average of at least 60%) and have been employed in an adult education and training environment for at least two years;

    or

- have completed another academic-professional study combination equivalent to an honours degree, which Senate deems suitable for admission to this programme, and have been employed in an adult education and training environment for at least two years;

    or

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

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

Selection

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

Closing date for applications

- The closing date for applications is **30 September** of the year before admission.
- Applicants apply online on the following webpage: www.su.ac.za/apply/postgrad

Duration and presentation structure of the programme

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

Assessment and examination

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

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

Enquiries

Programme coordinator: Prof P Rule
Department of Curriculum Studies
Tel.: 021 808 2297   Email: prule2015@sun.ac.za

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

Programme contents

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

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

Anchor module

Lifelong Learning	879(180)

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

Compulsory modules

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

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

4.2.3   MPhil (Research)

Specific admission requirements

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

Requirements for obtaining the MPhil (Research) degree

For this degree you must:

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

5.   Doctoral programmes

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

5.1 DEd

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

Requirements for obtaining the DEd degree

The usual statutory requirements for conferring doctoral degrees apply to the DEd too (see Part 1 of the Yearbook). 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 Senate's opinion substantially and distinctly contributed to enriching the knowledge of the Education disciplines.

Enquiries

The Faculty Administrator: Ms EE Louwrens

Email address: eel@sun.ac.za

Room A3022, Admin A Building, Stellenbosch University

Website for more detailed information: www.su.ac.za/en/faculties/education

5.2 PhD

You have two options: PhD by thesis and PhD by publication.

- A PhD by thesis (monograph) typically contains separate chapters that form a coherent whole. The length is approximately 70 000 – 90 000 words.
- A PhD by publication should contain at least three publishable articles/book chapters or peer-reviewed conference proceedings with bookend chapters to contextualize the study and provide detailed information about methodology and theoretical framework(s).
  The length depends upon allowed word count for different publication types. Included chapters (except for the bookend chapters) are suitable for publication, have been submitted for publication, or have already been published as published conference proceedings, journal articles, and/or book chapters. The authorship of each article needs to be clearly indicated in accordance with the regulations of Part 1 of the Yearbook (General Rules).

For more information regarding the format and processes to be followed, please see the Faculty Guide for Postgraduate Studies.

Admission requirements

To be admitted to the PhD programme, you must:

- have a master's degree from this University (for which you obtained at least 60%),

  or

- have another master's degree that Senate has approved for such purpose (for which you obtained at least 60%),

  or

- have in some other manner attained a standard of competence in a particular field of study deemed adequate for such purpose by Senate.

Application procedure

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

Selection process

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

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

Aim of the programme

The PhD programme aims to:

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

Programmes

You can apply for one of the following programmes:

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

Duration of the study

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

Assessment and examination

The statutory requirements and other provisions relating to doctoral degrees in Part 1 (General Rules) of the University Yearbook 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 and

b)   your PhD research project was approved by Senate.

c)   since the above approval, you have conducted original research:

- under the supervision of a supervisor,
- for a period of at least two years, and
- to the satisfaction of the University.

d)   have completed any other subjects that may have been required by Senate to the satisfaction of the University.

e)   have submitted a dissertation which:

- represents an original conceptual and/or methodological contribution in your chosen field of study
- to the satisfaction of Senate shows that you have made a distinct contribution to enrich the knowledge in this specific field of study.
   Also note:
- The dissertation is normally between 70 000 and 90 000 words in length.
- The dissertation should be of sufficient quality to be published as an article in a suitable professional journal or as a book.

f)   have undergone an oral examination to the satisfaction of the University. In special cases exemption from such examination may be granted if approved by Senate.

Resubmission of dissertations for examination: PhD in Education

Description of the symbols used below:

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

Resubmission after obtaining a symbol 3

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

a)   If you then get a 2 (i.e. more than editorial amendments) or a 1 (editorial amendments) at your

second submission, you may improve the dissertation as specified by the examination panel. Your promotor will then sign off on these improvements so that the degree may be conferred.

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

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

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

Enquiries

The Faculty Administrator: Ms EE Louwrens
Email address: eel@sun.ac.za
Room A3022, Admin A Building, Stellenbosch University

Website for more detailed information: www.su.ac.za/en/faculties/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:

  o The first digit refers to the year of study in which the module is presented, for example:

    *Year 1: **1**84*

    *Year 2: **2**84*

    *Year 3: **3**84*

    Postgraduate modules are indicated with a "7" or an "8" in this position.

  o 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: 2**1**4, 3**2**4, 3**3**4*

    ▪ **4**, **5** or **6** – modules are presented in the second semester.

      *Semester 2: 3**4**2, 3**5**4, 3**6**4*

    ▪ **7**, **8** or **9** – modules are presented in both semesters, which are year modules.

      *Year module (both semesters): 2**7**8, 2**8**8, 3**9**1*

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

- *Credit value –* **284 (15) Mathematics**

  The number between brackets after the module code indicates the credit value of the particular module, in this case 15.

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

- *Module subject –* **284 (15) Mathematics**

  This indicates the subject that will be dealt with in this specific module.

- *Teaching load –* **(3L)**

  The teaching load of a module gives you both the teaching load and the type of teaching per week that you can expect in this particular module. For the module Mathematics (Ed) 284 (15) you can

expect three lectures a week for the duration of the module. The following abbreviations are used for the teaching load:

- o **L** – Lectures lasting 50 minutes each, for example 3L
- o **P** – Practical periods lasting 50 minutes, for example 1P, 2P, 3P
- o **S** – Seminars lasting 50 minutes, for example 1S
- o **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 Yearbook.

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 terms are used:

- **Prerequisite pass module**
  - o 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.
- **Prerequisite module**
  - o A prerequisite module is a module in which you must obtain a final mark of at least 40, before you can take the module for which it is a prerequisite module. If you registered for a prerequisite module while it was examined by the "examination" assessment system, your class mark for it must be 40 for you to meet the prerequisite.
  - o If you have once complied with a prerequisite rule, your compliance will remain valid for the period given in the applicable assessment rules, even if you repeat the prerequisite module and do not meet the minimum level when repeating the module.
- **Corequisite module**
  - o A corequisite module is a module that you must take in the same academic year as the module for which it is a corequisite, or in an earlier academic year.

3.1 Condition for the granting of a qualification or degree

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

4. Undergraduate and postgraduate subjects, modules and module contents

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

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

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

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.

Home department: CURRICULUM STUDIES

13735   Accounting Teaching [PGCE]

771 (20) Accounting Teaching (3L, 1P)

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

Prerequisite passes:

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

For the Advanced Study option in Accounting Teaching:

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

Home Department: CURRICULUM STUDIES

14228   Addressing Diverse Learning Needs [BEd]

414 (10) Addressing Diverse Learning Needs [IP and FP] (2L)

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

Home Department: EDUCATIONAL PSYCHOLOGY

13459   Adult Learning and Support [BEdHons]

711 (15) Adult Learning and Support

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

Home department: DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

13759   Advanced Study [PGCE]

771 (20) Advanced Study

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

Contact time with lecturers/supervisors per arrangement.

Prerequisite pass:

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

Home Department: CURRICULUM STUDIES

14266   Afrikaans as Taal van Leer en Onderrig [PGCE]

771 (5) Afrikaans as Taal van Leer en Onderrig (1L)

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

Home department: CURRICULUM STUDIES

14922   Afrikaans as Language of Learning and Teaching (LoLT) Afrikaans [BEd]

424 (5) Afrikaans as Language of Learning and Teaching (LoLT) [FP] (2L)

This module aims to cultivate proficiency in Afrikaans for academic and communicative purposes. It emphasizes the development of all four language skills, namely listening, speaking, reading, and writing. Students explore strategies for adapting their Afrikaans use to diverse target audiences and communicative

goals.

The curriculum will delve into fostering accurate and effective expression in both oral and written modalities. A critical component of this module involves developing awareness and competence in evaluating the academic language needs of multilingual learners. Through this exploration, students will gain valuable tools to support classmates or students who are still acquiring Afrikaans.

In conclusion, this module strives to equip students with the necessary skills and knowledge to confidently utilise Afrikaans as language of learning, teaching, and communication across various contexts.

Home department: CURRICULUM STUDIES

414(5) Afrikaans as Language of Learning and Teaching (LoLT) Afrikaans [IP] (2L)

This module aims to cultivate proficiency in Afrikaans for academic and communicative purposes. It emphasizes the development of all four language skills, namely listening, speaking, reading, and writing. Students explore strategies for adapting their Afrikaans use to diverse target audiences and communicative goals.

The curriculum will delve into fostering accurate and effective expression in both oral and written modalities. A critical component of this module involves developing awareness and competence in evaluating the academic language needs of multilingual learners. Through this exploration, students will gain valuable tools to support classmates or students who are still acquiring Afrikaans.

In conclusion, this module strives to equip students with the necessary skills and knowledge to confidently utilise Afrikaans as language of learning, teaching, and communication across various contexts.

Home department: CURRICULUM STUDIES

13850 Afrikaans Eerste Addisionele Taal (Ond) [BEd] [IP]

177 (15) Afrikaans Eerste Addisionele Taal (Ond) [IP] (2L, 1T)

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

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

Corequisite: Introduction to Language Education 124.

Home department: CURRICULUM STUDIES

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

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

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

Prerequisite pass: Afrikaanse Eerste Addisionele Taal (Ond) [IP] 177

Home department: CURRICULUM STUDIES

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

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

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

Prerequisite pass: Afrikaans Eerste Addisionele Taal (Ond) [IP] 277

Home department: CURRICULUM STUDIES

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

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

Teoretiese (epistemologiese) verantwoording vir die onderrigbenadering tot taal- en letterkunde, die taalbeleide van Afrikaans; skryfonderrig en leesonderrig; multimediagebruik in die onderrig van letterkunde; rekenaarondersteunde taalonderrig, poësie vir die senior fase; kreatiwiteit en teksproduksie; assessering

binne die taal en letterkunde (poësie, drama en roman) en die evaluering van leer-, onderrig- en ondersteuningsmateriaal.

Prerequisite pass: Afrikaans Eerste Addisionele Taal (Ond) [IP] 377

Home department: CURRICULUM STUDIES

13850 Afrikaans Eerste Addisionele Taal (Ond) [BEd] [FP]

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

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

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

Corequisite: Introduction to Language Education 124

Home department: CURRICULUM STUDIES

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

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

Prerequisite pass: Afrikaans Eerste Addisionele Taal (Ond) [FP]

Home department: CURRICULUM STUDIES

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

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

Prerequisite pass: Afrikaans Eerste Addisionele Taal (Ond) [FP] 279

Home department: CURRICULUM STUDIES

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

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

Prerequisite pass: Afrikaans Eerste Addisionele Taal (Ond) [FP] 379

Home department: CURRICULUM STUDIES

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

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

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

Corequisite: Introduction to Language Education 124. Only students who passed Afrikaans Home Language and whose home language is Afrikaans are admitted to this module.

Home department: CURRICULUM STUDIES

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

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

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

Prerequisite pass: Afrikaans Huistaal (Ond) [IP] 177

Home department: CURRICULUM STUDIES

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

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

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

Prerequisite pass: Afrikaans Huistaal (Ond) [IP] 277

Home department: CURRICULUM STUDIES

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

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

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

Prerequisite pass: Afrikaans Huistaal (Ond) [IP]377

Home department: CURRICULUM STUDIES

13849 Afrikaans Huistaal (Ond) [BEd] [FP]

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

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

Corequisite: Introduction to Language Education 124. Only students who passed Afrikaans Home Language and whose home language is Afrikaans, are admitted to this module.

Home department: CURRICULUM STUDIES

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

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

Prerequisite pass: Afrikaans Huistaal (Ond) [BEd] [FP] 179

Home department: CURRICULUM STUDIES

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

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

Prerequisite pass: Afrikaans Huistaal (Ond) [BEd] [FP] 279

Home department: CURRICULUM STUDIES

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

Die module stel studente bloot aan sewe komponente:

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

Prerequisite pass: Afrikaans Huistaal (Ond) [BEd] [FP] 379

Home department: CURRICULUM STUDIES

12462 Afrikaans Kommunikasie [BEd]

377 (5) Afrikaans Kommunikasie [IP] (1L, 1T)

'n Inleidende module oor kommunikasie in Afrikaans ontwerp om studente in staat te stel om 'n gesprek te inisieer en aan die gang te hou, om inligting te vra en te voorsien, om verduidelikings, instruksies, aanwysings

te gee, versoeke te rig en reageer op versoeke in die geteikende taal, met die fokus op skoolsituasies, tuis en in die alledaagse omgang.

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

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

Home department: CURRICULUM STUDIES

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

ʼn Inleidende module oor kommunikasie in Afrikaans ontwerp om studente in staat te stel om ʼn gesprek te inisieer en aan die gang te hou, om inligting te vra en te voorsien, om verduidelikings, instruksies en aan-wysings te gee, versoeke te rig en te reageer op versoeke in die geteikende taal, met die fokus op situasies by die skool, tuis en in die alledaagse omgang.

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

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

Home department: CURRICULUM STUDIES

13736 Afrikaans-onderrig [PGCE]

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

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

Prerequisite pass: Afrikaans and Dutch 278

Home Department: CURRICULUM STUDIES

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

872 (40) Afrikaans-onderwys-spesialisering

Afrikaans-onderwys.

Home department: CURRICULUM STUDIES

13737 Agricultural Sciences Teaching [PGCE]

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

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

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

11513   Becoming a Teacher [BEd]

114 (10) Becoming a Teacher [IP] (2L)

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

Home department: EDUCATIONAL PSYCHOLOGY

124 (15) Becoming a Teacher [FP] (2L, 1T)

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

Home department: EDUCATIONAL PSYCHOLOGY

13614   Botany Teaching A [ADE (FET Life Sciences Teaching)]

171 (15) Botany Teaching A (27L, 3P)

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

Home department: SUNCEP

13615   Botany Teaching B [ADE (FET Life Sciences Teaching)]

271 (15) Botany Teaching B (32L, 15P)

- Energy flow through ecosystems
- Energy transformations
- Biodiversity (classification, microorganisms and evolutionary development of plants),
- Phylogeny

- Human impact on the environment (theory, practical and ethics)
- Data handling (ICT integration)

Home department: SUNCEP

14537 Business Studies Education (school subject) [MEd (Curriculum Studies)]

872 (40) Specialisation in Business Studies Education

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

Home Department: CURRICULUM STUDIES

13738 Business Studies Teaching [PGCE]

771 (20) Business Studies Teaching (3L, 1P)

This module provides the pedagogical knowledge and principles to prepare students for the teaching of Business Studies at the senior/FET school level. The focus is also on the application of subject matter content knowledge, i.e. four key themes: business environments, business ventures, business roles and business operations. Knowledge of curriculum policy and the preparation for teaching practice form a key component of this module.

Prerequisite pass:

- One of the following combinations at second-year level (or NQF level 6) up to a total of at least 32 credits:
    - Financial Management 214(16), 254(16) *or*
    - Marketing Management 214 (16), 244(16) *or*
    - Entrepreneurship and Innovation Management 214(16), 244(16) *or*
    - A 32-credit combination of any of the above combinations, e.g. Financial Management 214(16) and Marketing Management 214(16).

For the Advanced Study option in Business Studies Teaching:

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

Home Department: CURRICULUM STUDIES

13563 Calculus [ADE (FET Mathematics Teaching)]

271 (9) Differential Calculus, Polynomial Functions, Applications

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

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

Home department: SUNCEP

13454 Chemistry [ADE (SP Natural Sciences Teaching)]

171 (15) Chemistry – Matter and Material

Atomic Structure and the Periodic Table of Elements, Particle Model of Matter and Properties of Materials,

Chemical Reactions and Equations (oxygen with metals and non-metals), Acids and Bases (pH, Neutralisation, acids with metals, metal oxides, metal hydroxides and metal carbonates)

Home department: SUNCEP

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

271 (10) Chemistry Teaching: Chemical change and Chemical systems (22L, 10P)
- Energy & chemical change
- Reaction rates
- Chemical equilibrium
- Redox reactions
- Electrochemical reactions
- Acids & bases
- Hydrosphere & Lithosphere
- Chemical industry (fertilisers)

Home department: SUNCEP

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

171 (10) Chemistry Teaching: Foundations of Chemistry (22L, 10P)
- Matter, classification & kinetic theory
- Atomic structure & Periodic Table
- Chemical bonding
- Molecular structure
- Intermolecular forces
- Ideal gases & gas laws
- Physical & chemical change
- Stoichiometry

Home department: SUNCEP

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

271 (10) Chemistry Teaching: Organic Chemistry (22L, 10P)
- Terminology and naming of organic compounds
- Physical properties of organic compounds
- Chemical reactions of organic compounds
- Plastics & Polymers

Home department: SUNCEP

64823 Child and Adult Psychopathology [MEd (Psych)]

873 (20) Child and Adult Psycho-pathology
- Psychopathology: a multidimensional integrated model
- Child psychopathology
- Adult psychopathology

Home department: EDUCATIONAL PSYCHOLOGY

64823 Child and Adult Psychopathology [MEd (Educational Psychology)]

843 (10) Child and Adult Psychopathology

- 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).

Home department: CURRICULUM STUDIES

14967 Comparative Studies (Math Ed) [PGDip (Mathematics Education)]

771 (15) Comparative Studies (Math Ed)

This module aims to immerse the student in the research of the application of various learning theories in mathematics education in different countries. This comparative study will allow the student an opportunity to understand the how and the why of applying a particular learning theory in mathematics education within a particular context in a country.

Core module.

Home department: SUNCEP

14961 Comparative Studies (Sci Ed) [PGDip (Science Education)]

771(15) Comparative Studies (Sci Ed)

The module focusses on the comparison of the pedagogical views in the science education of different countries and educational systems.

Core module.

Home department: SUNCEP

13739 Computer Application Technology Teaching [PGCE]

771 (20) Computer Application Technology Teaching (3L, 1P)

This module places emphasis on various topics within the subject Computer Application Technology taught at the FET phase school level. The module is intended for postgraduate Computer Application Technology education students who opted for this module as an elective, but it will also be useful to any student who wants to deepen their background in the ICT field and to offer Computer Application Technology as a specialisation subject.

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

14076 Critical Issues and Debates [BEdHons]

771 (30) Critical Issues and Debates: Curriculum Change

The module explores different approaches to curriculum change and analyses the factors that impact on the success and sustainability of various curriculum reform efforts.

Home department: CURRICULUM STUDIES

14080 Critical Issues and Debates [BEdHons]

771 (30) Critical Issues and Debates: Economic and Business Sciences Education

This module provides the student with conceptual tools to critically engage key debates in the field of business education and the implications of these debates for the school curriculum. The following broad topics will be covered:

- overview of macroeconomic developments (positive and negative) and the national and global business environment: causes, issues and challenges
- the role of business in society in the 21st century – implications for business education
- curriculum development in business education
- business education as a curriculum innovation process
- teacher education and teacher learning in business education
- business education and inquiry into curriculum materials development
- business education and curriculum change in South Africa
- business education as contestable knowledge within the South African curriculum development process
- corporate citizenship and sustainability in business education
- research in business education.

Home department: CURRICULUM STUDIES

14082 Critical Issues and Debates [BEdHons]

771 (30) Critical Issues and Debates: Environmental Education

This module provides students with conceptual tools to critically engage key debates in the field of environmental education, as well as the implications of these debates for the school curriculum. The following broad topics will be covered:

- the environmental crisis: root causes, issues and problems
- environmental education as a curriculum innovation process
- curriculum development in environmental education
- teacher education and teacher learning in environmental education
- environmental education and inquiry into curriculum materials development
- environmental education and curriculum change in South Africa
- environmental education and sustainability in South African curriculum processes
- indigenous knowledge in environmental education
- research in environmental education.

Home department: CURRICULUM STUDIES

14077 Critical Issues and Debates [BEdHons]

771 (30) Critical Issues and Debates: History Education

The module explores issues in history education, as well as the factors that affect history education in the South African context.

Home department: CURRICULUM STUDIES

14081 Critical Issues and Debates [BEdHons]

771 (30) Critical Issues and Debates: Mathematics Education

This module provides students with conceptual tools to critically engage key debates in the field of

mathematics education, as well as the implications of these debates for the school curriculum. The following broad topics will be covered:

- mathematics as a discipline and mathematics as a school subject
- curriculum development in mathematics education
- teacher development and teacher learning in mathematics education
- curriculum and assessment issues in mathematics education
- research in mathematics education.

Home department: CURRICULUM STUDIES

14083 Critical Issues and Debates [BEdHons]

771 (30) Critical Issues and Debates: Physical Education

This module prepares students to approach the subject of physical education with a critical lens inside and outside the school context, and to reflect on the implications that decolonisation holds for present and future school curricula. The following broad topics will be covered:

- historical streams in physical education
- physical education in- and outside the school context
- physical education curriculum development
- teacher training in physical education
- physical education in a changing South African curriculum context
- curriculum design for physical education
- contemporary issues relating to physical education.

Home department: CURRICULUM STUDIES

14078 Critical Issues and Debates [BEdHons]

771 (30) Critical Issues and Debates: Science Education

This module emphasises various topics:

- the history of science education, focusing on curriculum changes in South Africa (OBE and CAPS)
- inquiry into science curriculum development
- theories in science education, such as Bloom's cognitive levels, constructivism, intended and enacted science curriculum
- teacher education and teacher learning in science education
- pedagogical content knowledge, nature of science, scientific literacy and scientific inquiry
- issues related to science education and technology, and science education and indigenous knowledge
- research into science education by means of document or data analysis.

Home department: CURRICULUM STUDIES

14445 Critical Perspectives for Foundation Phase Studies [BEdHons]

775 (20) Critical Perspectives for Foundation Phase Studies

The module explores the different literacies implemented in the foundation phase. This course provides the student with conceptual tools to critically engage key debates in the field of foundation phase studies. By doing so, students will be able to critically analyse foundational disciplinary knowledge, as well as the pedagogical content knowledge of the foundation phase teacher.

Home department: CURRICULUM STUDIES

14968 Curriculum Development and Instructional Design (Math Ed) [PGDip (Mathematics Education)]

771 (40) Curriculum Development and Instructional Design (Math Ed)

This module aims to immerse the student in the cyclic process of instructional design whereby learning experiences for mathematics learners are developed after analyzing the curriculum, the learners' needs, prior knowledge, skills, abilities and backgrounds. and linking this to the relevant mathematics education learning theories. Students will also be exposed to both the theoretical and practical aspects of

pedagogically sound ICT integration. All these aspects will guide the formulation of learning objectives and lead to the planning of learner-centred activities and associated teaching strategies supporting the teaching and learning materials. Their impact will be reflectively evaluated after implementation, feeding into the cyclical design process.

Core module.

Home department: SUNCEP

14963 Curriculum Development and Instructional Design (Sci Ed) [PGDip (Science Education)]

771 (40) Curriculum Development and Instructional Design (Sci Ed)

This module aims to immerse the in-service teacher student in the cyclic process of instructional design whereby learning experiences for science learners are developed after analyzing the curriculum, the learners' needs, prior knowledge, skills, abilities and backgrounds, and linking this to the relevant science education learning theories. Students will also be exposed to both the theoretical and practical aspects of pedagogically sound ICT integration. All these aspects will guide the formulation of learning objectives and lead to the planning of teaching strategies and the development of supporting teaching and learning materials. Their impact will be reflectively evaluated after implementation, feeding into the cyclical design process.

Core module.

Home department: SUNCEP

13438 Curriculum Management [ADE (Teaching)]

171 (6) Curriculum Management

Management of a subject, management of a learning area, management of a phase, lead teachership

Home department: SUNCEP

271 (6) Curriculum Management [ADE in Mathematical Literacy Teaching]

Management of a subject, management of a learning area, management of a phase, lead teachership.

Home department: SUNCEP

54526 Curriculum Studies

771 (8) Curriculum Studies [PGCE] (2L)
- Curriculum Studies as a field of study
- Curriculum theory
- Curriculum design
- Teaching-learning facilitation strategies (include teaching methods and approaches e.g. presentation methods, discussion, self-activity, group work, experiential learning)
- The teacher as a curriculum agent
- Evaluation and assessment

Home department: CURRICULUM STUDIES

812 (25) Introduction [MEd (Curriculum Studies)]

Introduction to Curriculum Studies: Curriculum Studies as a field of study, the process of curriculum development, the teacher and curriculum development.

Home department: CURRICULUM STUDIES

872 (40) Curriculum Studies Specialisation [MEd (Curriculum Studies)]

Curriculum Studies.

Home department: CURRICULUM STUDIES

879 (180) Anchor Module: Curriculum Studies [MEd]

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

Home department: CURRICULUM STUDIES

54526 Curriculum Studies [BEdHons]

772 (30) Curriculum Studies: Key Moments, Concepts and Debates

This module initiates students into an advanced study of curriculum. It provides students with an understanding of the history of the field (Curriculum Studies) internationally and in South Africa. It also provides them with the competencies to critically analyse key moments, theories, concepts and debates within the field.

Home department: CURRICULUM STUDIES

61581 Curriculum Studies (Afrikaans) [BEdHons]

711 (15) Afrikaans Curriculum Studies

Specialise and demonstrate the ability to teach Afrikaans in one of the following:

- Afrikaans Literature
    - at FET or GET level
    - Children and Youth Literature
- Reading and writing
    - motivation
    - support
    - teaching reading strategies
- Language Education, including
    - Home language and assessment in the FET phase
    - Additional Language and assessment in the FET phase
    - Computer based language education
    - Creative writing
    - Text dynamics, visual and cultural literacy
    - Creative thinking
- Literacy
- Mother Tongue education
- Cultural and social language
- Varieties of Afrikaans.

Home department: CURRICULUM STUDIES

13829 Curriculum Theory [BEd] [IP]

277 (10) Curriculum Theory (2L)

Teaching strategies: Lectures and class discussions, self-study knowledge, skills and values, background knowledge and understanding of Curriculum Theories and Curriculum Development.

Home department: CURRICULUM STUDIES

13562 Data Handling [ADE]

271 (14) Data Handling (IP Mathematics Teaching)

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

- Data representation
- Data interpretation and reporting
- Ungrouped data.
- Probability experiments.
- Incorporating ICT where applicable

Home department: SUNCEP

272 (14) Data Handling (SP Mathematics Teaching)

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

- Statistics
- Probability
- Incorporating ICT where applicable

Home department: SUNCEP

273 (14) Data Handling (FET Mathematics Teaching)

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

- Statistics
- Probability
- Incorporating ICT where applicable

Home department: SUNCEP

65862 Development and Learning [BEd]

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

- Contextualisation of human development
- The learning theoretical perspectives relating to children and adolescents
- The theoretical developmental perspectives regarding children and adolescents

Assessment:

- Tutorials, class activities and tests.

Home Department: EDUCATIONAL PSYCHOLOGY

13111   Development and Support [MEd (Psych)]

875 (30) Development and support

- Learning support
- Psychotherapy
- Community Psychology
- Career counselling

Home department: EDUCATIONAL PSYCHOLOGY

13468 Development, Organisations and Education Policy [BEdHons]

713 (15) Development, Organisations and Education Policy

The focus of the module Development, Organisations, and Education Policy is to understand, synthesise, debate, and critically review global and local shifts in educational systemic formulations, as well as the policy processes that have led to a greater focus on organisational management within schools. The module's main aim is showing and analysing at *the conceptual level* the need to develop strategies and management structures (a worldwide phenomenon) to support changing schooling conditions and challenges.

Home department: EDUCATION POLICY STUDIES

14145   Digital Pedagogy for Language Learning [BEdHons]

744 (15) Digital Pedagogy for Language Learning

This module focuses on the use of mobile technologies in language education. In particular, students will learn to use the 'signature pedagogies' of mobile devices, namely, learning which is not bounded by time and space and which is characterised by high levels of personalisation, authenticity and collaboration.

Home department: CURRICULUM STUDIES

13740 Drama Teaching [PGCE]

771 (20) Drama Teaching (3L, 1P)

This module places emphasis on various topics within the subject Dramatic Arts as taught at the FET phase on school level. The module is intended for postgraduate Drama education students who opted for this module as an elective, but will also be useful to any student who wants to deepen their background in the drama as school subject and to offer it as a specialisation subject.

Prerequisite pass: Drama B degree (at least 48 credits), or the equivalent.

Home department: CURRICULUM STUDIES

13451 Earth and Beyond [ADE (Senior Phase Natural Sciences Teaching)]

271 (15) Earth and Beyond

The Earth as system, Relationship of Sun, Earth and Moon, The Solar System and Beyond and Birth, Life and Death of Stars

Home department: SUNCEP

13741 Economics Teaching [PGCE]

771 (20) Economics Teaching (3L, 1P)

This module provides the pedagogical knowledge and principles to prepare students for the teaching of Economics at the senior/FET school level. The focus is also on the application of subject matter content knowledge, i.e. four key themes: macroeconomics, microeconomics, economic pursuits and contemporary economic issues. Knowledge of curriculum policy and the preparation for teaching practice form a key component of this module.

Prerequisite pass:

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

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

For the Advanced Study option in Economics Teaching:

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

Home Department: CURRICULUM STUDIES

61271 Educational and Psychological Assessment [MEd (Psych)]

874 (20) Assessment

- Psychological assessment
- Report writing in Educational Psychology
- Assessment for career development

Home department: EDUCATIONAL PSYCHOLOGY

61271 Educational and Psychological Assessment [MEd (Educational Psychology)]

814 (12) Assessment

- Educational and psychological assessment
- Formal and informal assessment procedures
- Report writing in Educational Psychology

Home department: EDUCATIONAL PSYCHOLOGY

11515 Educational Evaluation and Research [BEd] [IP]

377 (5) Educational Evaluation and Research (1L, 1T)

- Curriculum inquiry: introduction to relevant research approaches and reporting research

- Teachers as curriculum developers and researchers linked to research projects and school visitation

Home department: CURRICULUM STUDIES

13466 Educational Leadership and Management

771 (6) Educational Leadership and Management [PGCE] (1L)

The aim of the module is to introduce students to critical theoretical frameworks and approaches with regard to educational governance, leadership, policy and management. The main focus of the module is to enhance students' understanding of their classroom management practices in the context of the school, community as well as the national and international society and to address teaching and management challenges through the introduction of innovative learning management systems.

Home department: EDUCATION POLICY STUDIES

744 (15) Educational Leadership and Management [BEdHons]

The aim of the module on Educational Leadership and Management is to expose students to a conceptual analysis of how educational leadership and management are constituted. This module offers students the space to engage with, and actively participate in three inter-connecting themes, namely, "Managing resistance to manage change", "Cultivating operative change", and "Power and empowerment in educational leadership".

Home Department: EDUCATION POLICY STUDIES

49221 Educational Perspectives [ADE (Teaching)]

171 (6) Educational perspectives

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

Home department: SUNCEP

21903 Educational Psychology

771 (8) Educational Psychology [PGCE] (2L)

- Adolescence as human developmental phase
- The learning process (including learning theories, learning preferences, cognitive strategies and the role of affect)
- Some barriers to optimal development and learning
- Learning support strategies

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]

The module introduces students to research paradigms that inform methodological choices made in conducting different types of educational research. It also introduces students to different research designs used in educational research, to how knowledge is legitimated in educational research and potential ethical dilemmas that could be faced in conducting educational research. The module will provide students with the knowledge and skills to develop a research proposal for honours degree studies.

Assessment: Assignments and a written examination

Home department: CURRICULUM STUDIES

813 (25) Research [MEd (Curriculum Studies)]

Educational Research

Home department: CURRICULUM STUDIES

65811 Educational Support [MEd]

879 (180) Educational Support

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

Home department: EDUCATIONAL PSYCHOLOGY

13456 Education and Society [BEdHons]

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.

Home Department: EDUCATION POLICY STUDIES

13457 Education in Democracy [BEdHons]

711 (15) Education in Democracy

The Education in Democracy module provides students and practitioners with an opportunity to critically explore two key essentially contested concepts in modern contemporary societies: education and democracy. Using several theoretical lenses, there is scope for deliberating how education can be enacted in a democracy. In moving from education to democratic education a space is created where individuals can act, where they can bring their beginnings into the world, where they can critically understand themselves, their social world, and their relation to the social world.

Home department: EDUCATION POLICY STUDIES

13997 Education Policy and Management [BEd]

389 (15) Education Policy and Management [FP] (2L, 1T)

The aim of the module on Education, Policy and Management (BEd) is to introduce students to theoretical frameworks and approaches with regard to educational governance, leadership, policy and management. The main focus of the module is to enhance students' understanding of their classroom management practices in the context of the school and community, as well as the national and international society, and to address teaching, management and policy challenges through the introduction of innovative learning management systems.

Home department: EDUCATION POLICY STUDIES

377 (10) Education Policy and Management [IP] (2L)

The aim of the module on Education, Policy and Management (BEd) is to introduce students to theoretical frameworks and approaches with regard to educational governance, leadership, policy and management. The main focus of the module is to enhance students' understanding of their classroom management practices in the context of the school, community as well as the national and international society, and to address teaching and management challenges through the introduction of innovative learning management systems.

Home department: EDUCATION POLICY STUDIES

50261 Education Policy Studies

879 (180) Education Policy Studies [MEd]

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

Home department: EDUCATION POLICY STUDIES

14264 English as a Language of Learning and Teaching [PGCE]

771 (5) English as a Language of Learning and Teaching (1L)

Effective use of English as a language of learning and teaching in all school subjects.

Home department: CURRICULUM STUDIES

14920 English as Language of Learning and Teaching (LoLT) English [BEd]

424 (5) English as Language of Learning and Teaching (LoLT) English [FP] (2L)

This module focusses on the development and assessment of oral and written proficiency for final-year Bachelor of Education students. The module is driven by a topical theme, namely Linguistic Human Rights, which forms the basis of the content that is taught, discussed, read and written about. The oral presentation and the written piece are the culminating assessments in the module. Students will develop a case study within this theme to prepare written and oral academic arguments. By successfully completing this module, students will be well-equipped to develop and deliver effective instruction that promotes critical thinking and academic literacy in their future classrooms.

Home department: CURRICULUM STUDIES

414(5) English as Language of Learning and Teaching (LoLT) English [IP] (2L)

This module focusses on the development and assessment of oral and written proficiency for final-year Bachelor of Education students. The module is driven by a topical theme, namely Linguistic Human Rights, which forms the basis of the content that is taught, discussed, read and written about. The oral presentation and the written piece are the culminating assessments in the module. Students will develop a case study within this theme to prepare written and oral academic arguments. By successfully completing this module, students will be well-equipped to develop and deliver effective instruction that promotes critical thinking and academic literacy in their future classrooms.

Home department: CURRICULUM STUDIES

61646 English Curriculum Studies [BEdHons]

711 (15) English Curriculum Studies

A critical reflection on the role of English in a "globalising" world will be the basis for a research-based analysis and evaluation of current English language teaching curricula and practices at all levels of education.

Home department: CURRICULUM STUDIES

61549 English Education (School subject) [MEd (Curriculum Studies)]

872 (40) Specialisation in English Language Education

The module is generally tailored to suit the students' particular needs and interests, with a strong focus on the following issues:

- New directions in English language teaching.
- Teaching English from a world Englishes perspective.
- Developing literacy (including academic literacy) in English.
- Accelerating the development of literacy in street and at-risk learners.
- Teaching English in multilingual contexts, including multilingual classroom communication (e.g. code switching and translation practices).
- Bi/multilingual education policy, planning and policy at secondary and tertiary levels of education.

Home department: CURRICULUM STUDIES

14246 English First Additional Language (Ed) [IP]

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

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

Corequisite: Introduction to Language Education 124

Home department: CURRICULUM STUDIES

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

This module builds on and encourages the application of core language teaching theories and strengthens students' English subject knowledge. Students are guided to select appropriate fiction and non-fiction texts for grades 4 to 6 and to develop strategies for encouraging reading comprehension. The development of fluent, accurate and complex language-learners is viewed as a key goal of this module. Understanding variability in additional language use is a key component of language teaching to this group of learners.

Prerequisite pass: English First Additional Language (Ed) [IP] 177

Home department: CURRICULUM STUDIES

377 (15) English First Additional Language (Ed) [IP] (3L, 1T)

Distinguish between the requirements of the English Home Language and English First Additional Language curriculum. Develop a multilingual approach to language and literacy development with strong focus on understanding and supporting daily instruction in a Grade 4-6 FAL English classroom.

Prerequisite pass: English First Additional Language (Ed) [IP] 277

Home department: CURRICULUM STUDIES

477 (15) English First Additional Language (Ed) [IP] (3L, 1T)

Develop a comprehensive, research-based language and literacy instruction programme with strong focus on understanding and supporting daily instruction in a Grade 4-6 FAL English classroom.

Prerequisite pass: English First Additional Language (Ed) [IP] 377

Home department: CURRICULUM STUDIES

14246 English First Additional Language (Ed) [BEd] [FP]

179 (15) English First Additional Language (Ed) [FP] (2L, 1T)

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

Corequisite: Introduction to Language Education 124

Home department: CURRICULUM STUDIES

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

This module builds on and encourages the application of core language teaching theories and strengthens students' English subject knowledge. Students are guided to select appropriate fiction and non-fiction texts for grades R to 3 and to develop strategies for encouraging reading comprehension. This module is differentiated from the Home Language module when it pertains to specific aspects that are peculiar to additional language teaching (knowledge and practices).

Prerequisite pass: English First Additional Language (Ed) [FP] 179

Home department: CURRICULUM STUDIES

379 (15) English First Additional Language (Ed) [FP] (3L, 1T)

Develop a comprehensive, research-based first additional language instruction programme with strong focus on reading and writing in English as a first additional language in Grade R-3. There is also a focus on the increased literacy demands in preparation for the use of English as a language of learning and teaching in grade 4.

Prerequisite pass: English First Additional Language (Ed) [FP] 279

Home department: CURRICULUM STUDIES

479 (15) English First Additional Language (Ed) [FP] (3L, 1T)

Develop a comprehensive, research-based first additional language instruction programme with strong focus on understanding and supporting the role of English as a first additional language in Grade R-3 and the

increased literacy demands in that language when learners start using English as a language of learning and teaching in grade 4.

Prerequisite pass: English First Additional Language (Ed) [FP] 379

Home department: CURRICULUM STUDIES

14248 English Home Language (Ed) [IP]

177(15) English Home Language (Ed) [IP] (2L, 1T)

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

Corequisite: Introduction to Language Education 124

Home department: CURRICULUM STUDIES

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

This module builds on and encourages the application of core language teaching theories and strengthens students' English subject knowledge. Students are guided to select appropriate fiction and non-fiction texts for grades 4-6 and to develop strategies for encouraging reading comprehension. The development of fluent, accurate and complex language-learners is viewed as a key goal of this module.

Prerequisite pass: English Home Language (Ed) [IP] 177

Home department: CURRICULUM STUDIES

377(15) English Home Language (Ed) [IP] (3L, 1T)

This module equips students to challenge and stimulate home language learners to attain academic literacy in preparation for the senior phase. Advanced literacy proficiency and reading comprehension form the core of the module.

Prerequisite pass: English Home Language (Ed) [IP] 277

Home department: CURRICULUM STUDIES

477(15) English Home Language (Ed) [IP] (3L, 1T)

This module equips students to challenge and stimulate home language learners to attain the higher levels of literacy demanded by their imminent entry into high school. This module also strengthens students' abilities to research and critically reflect on their own practice as they prepare to enter the teaching profession. Students will also be prepared for the affordances of technology in the classroom and for developing learners' digital literacy in English.

Prerequisite pass: English Home Language (Ed) [IP] 377

Home department: CURRICULUM STUDIES

14248 English Home Language (Ed) [BEd] [FP]

179 (15) English Home Language (Ed) [FP] (2L, 1T)

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

Corequisite: Introduction to Language Education 124

Home department: CURRICULUM STUDIES

279 (15) English Home Language (Ed) [FP] (2l, 1T)

This module builds on and encourages the application of core language teaching theories and strengthens students' English subject knowledge. Students are guided to select appropriate fiction and non-fiction texts for grades R-3 and to develop strategies for encouraging reading comprehension.

Prerequisite pass: English Home Language (Ed) [FP] 179

Home department: CURRICULUM STUDIES

379 (15) English Home Language (Ed) [FP] (3L, 1T)

Manage a comprehensive, research-based home language and academic literacy instruction programme that develops home language learners' proficiency in preparation for Grade 4. Consideration is also given to accommodating FAL learners in the home language English classroom.

Prerequisite pass: English Home Language (Ed) [FP] 279

Home department: CURRICULUM STUDIES

479 (15) English Home Language (Ed) [FP] (3L, 1T)

Develop a comprehensive, research-based home language and literacy instruction programme with strong focus on understanding and supporting daily instruction in Grade R-3 and the increased literacy demands in the transition to grade 4. Consideration is also given to accommodating FAL learners in the home language English classroom.

Prerequisite pass: English Home Language (Ed) [FP] 379

Home department: CURRICULUM STUDIES

13743   English Language Teaching [PGCE]

771 (20) English Language Teaching (2L, 2P)

The principles of English language acquisition and development in a global and South African context, taking local curricula and English language needs into account.

Prerequisite pass:

For teaching English as a First Additional Language:

- English Studies at second-year level (or NQF level 6) (at least 32 credits), or the equivalent

  or

- Applied English Language Studies (AELS) at second-year level (or NQF level 6) (at least 32 credits), or the equivalent.

For teaching English as a Home Language:

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

For the Advanced Study option in English Language Teaching:

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

Home Department: CURRICULUM STUDIES

49204 Environmental Education

872 (40) Specialisation in Environmental Education [MEd (Curriculum Studies)]

Environmental Education.

Home department: CURRICULUM STUDIES

56847   Financial Mathematics [ADE FET (Mathematics Teaching)]

171 (9) Finance, Growth and Decay

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

- Use simple and compound growth formulae
- Use simple and compound decay formulae
- Interest
- Exchange rates
- The effect of different periods of compounding growth and decay (including effective and nominal interest rates)
- Apply knowledge of geometric series to solve annuity and bond repayment problems.
- Critically analyse different loan options
- Incorporating ICT where applicable

Home department: SUNCEP

14146   Foreign Language Teaching [PGCE]

771 (20) Foreign Language Teaching (3L,1T)

The principles of second- additional language acquisition and development (Chinese, French and German) in the South African context, taking local curricula into account.

Home department: CURRICULUM STUDIES

61050 Foundations of Research [MPhil Higher Education/Education and Training for Lifelong Learning]

875 (10) Foundations

Foundations of research.

Home department: CURRICULUM STUDIES

13435   General Pedagogy [ADE (Teaching)]

171 (6) General Pedagogy

Learning Theories, Instructional Theories, Educational Psychology

Home department: SUNCEP

61557   Geography Education (School subject) [MEd (Curriculum Studies)]

872 (40) Specialisation in Geography Education

Geography Education.

Home department: CURRICULUM STUDIES

13744   Geography Teaching [PGCE]

771 (20) Geography Teaching (3L, 1P)

This module places emphasis on various topics and focus areas in Geography Education: geography as academic discipline and school subject – key concepts, knowledge, skills, attitudes and values; the value of Geography teaching in a changing world; continuity and progression in the stated curriculum; the importance of phase, grade and term planning towards quality teaching; lesson planning that reflects different subject purposes and school realities; geographical enquiry as a teaching approach; map work skills and techniques; integration of Information Communication Technologies; other teaching strategies: fieldwork, newspaper geography, visits to significant places and institutions, exposure to experts; using assessment to enhance quality learning and teaching

The module is intended for postgraduate Geography Education students who opted for this module as an elective, but will also be useful to any student who wants to deepen their background in Geography and offer it as a specialisation subject.

Prerequisite pass: Candidates must have passed second-year Geography [at least 64 (2 x 32) credits], or the equivalent

Home department: CURRICULUM STUDIES

13559   Geometry [ADE (FET Mathematics Teaching)]

271 (22) Geometry

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

- Euclidean Geometry
- Analytical Geometry
- Measurement within a geometry context
- Incorporating ICT where applicable

Home department: SUNCEP

13745 German Teaching [PGCE]

771 (20) German Teaching (3L, 1P)

A practical approach to teaching German as a Second Additional Language in order to assure that learners acquire the prescribed specific subject aims as stated in the curriculum.

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

Home department: CURRICULUM STUDIES

13824 Grade R Theory and Practice [BEd] [FP]

279 (15) Grade R Theory and Practice (2L)

- Knowledge about the major curriculum approaches and issues in early childhood education.
- Important concepts relevant to curriculum and instruction in early childhood education.
- Theoretical frameworks in early childhood education and the Grade R curriculum.
- ECE curriculum models and approaches.
- Subject areas (Language and Literacy, mathematics and Life Skills) and developmental domains in early childhood Grade R programs.
- The development of a personal perspective of Grade R teaching, learning and classroom practice.

Corequisite: Practical Learning 279

Home department: CURRICULUM STUDIES

14256 Higher Education Studies [MPhil (Higher Education Studies)]

879 (180) Higher Education Studies (anchor module)

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

Home department: CURRICULUM STUDIES

13731 History and Sociology of Education [PGCE]

771 (8) History and Sociology of Education (2L)

This module explores educational processes and practices in their specific social contexts. The module applies social theories of education to an understanding of school and classroom educational practices. It further explores the interaction of systemic, institutional, and individual dimensions within schools, as a way of conceptually engaging with the multiple dynamics of class, race, culture, language and gender in both its historical and sociological form. Utilising historical and sociological lenses, the goal of the module is to provide a critical awareness of the nature, status, and form of contemporary education in South Africa.

Home department: EDUCATION POLICY STUDIES

54283 History Teaching [PGCE]

771 (20) History Teaching (2L, 2P)

This module critically investigates pedagogical aspects of history education. It aims to equip students with a theoretical foundation from which they may explore practical issues regarding history education.

Prerequisite pass:

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

Home department: CURRICULUM STUDIES

11516 ICTs for Learning

179 (10) Information Communication Technologies (ICTs) for Learning [BEd] [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. This is a 10-credit module designed to ensure compliance with the minimum requirements for teacher education qualifications. The module focuses not only on computer use, but also on the integration of contemporary digital technologies and digital pedagogy across all CAPS subjects. Exemption from this module may be granted only if a computer-use module of at least 5 credits (SU equivalent) has been completed, and if it included the core Microsoft Office applications: Word, Excel, and PowerPoint. Successful completion of ICTs for Learning 177 is compulsory for the awarding of the PGCE qualification.

Home department: CURRICULUM STUDIES

277 (10) Information Communication Technologies (ICTs) for Learning [BEd] [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.

Home department: CURRICULUM STUDIES

771 (10) Information Communication Technologies (ICTs) for Learning [PGCE] (1L, 1T)

A PGCE student who did not complete a computer or computer use module during their undergraduate studies, must register for this additional module to comply with the policy on minimum requirements for teacher education qualifications.

This module offers an introduction to information technology. Students will have a working understanding of selected software applications, such as word processing, spreadsheets and presentations, which are necessary for general use in schools and for the communication and information purposes of teachers. This is a 10-credit module designed to ensure compliance with the minimum requirements for teacher education qualifications. The module focuses not only on computer use, but also on the integration of contemporary digital technologies and digital pedagogy across all CAPS subjects. Exemption from this module may be granted only if a computer-use module of at least 5 credits (SU equivalent) has been completed, and if it included the core Microsoft Office applications: Word, Excel, and PowerPoint. Successful completion of ICTs for Learning 177 is compulsory for the awarding of the PGCE qualification.

Home department: CURRICULUM STUDIES

12901 ICTs for Teaching and Learning [PGDip (Higher Education) (Teaching and Learning)]

791 (30) ICTs for Teaching and Learning in Higher Education

The module gives students the opportunity to analyse their contexts, design and develop, implement, evaluate and reflect on a technology-enhanced learning intervention.

Elective module

Home department: CURRICULUM STUDIES

54461 Inclusive Education

873 (20) Inclusive Education [MEd (Psych)]

- Metatheoretical framework
- International and national perspectives on inclusive education
- Educational Psychology as a profession
- Learners with disabilities

Home department: EDUCATIONAL PSYCHOLOGY

12486 Inclusive Education, Assessment and Learning Support [MEd (Educational Support)]

873 (30) Inclusive Education, Assessment and Learning Support

- Inclusive education
- Barriers to learning
- Assessment and learning support

Home department: EDUCATIONAL PSYCHOLOGY

13746   Information Technology Teaching [PGCE]

771 (20) Information Technology Teaching (3L, 1P)

This module places emphasis on various topics within the subject Information Technology taught at the FET phase school level. The module is intended for postgraduate Information Technology education students who opted for this module as an elective, but will also be useful to any student who wants to deepen their background in the Information Technology and to offer Information Technology as a specialisation subject.

Three-year degree with prerequisite pass as follows:
* Computer Science at second-year level (at least 32 credits).)

Home department: CURRICULUM STUDIES

14964   Instructional Leadership Ed [PGDip (Mathematics Education), PGDip (Science Education)]

771 (20) Instructional Leadership (Ed)

This module aims to provide information on and insight into various aspects of curriculum management and leadership as processes to support effective teaching and learning in the mathematics or science classroom. Different models, approaches and strategies will be covered and applied to educational practice. Core module.

Home department: SUNCEP

14918   Internship [MEd (Educational Psychology)]

874 (non-credit-bearing) Internship

Accredited internship.

Home department: EDUCATIONAL PSYCHOLOGY

13458   Interpretive Research [BEdHons]

711 (5) Interpretive Research

* Interpretive research
* Scientific knowledge
* Practitioner research

Home department: EDUCATIONAL PSYCHOLOGY

11510   Introduction to Language Education [BEd]

124 (5) Introduction to Language Education [FP] and [IP] (1L, 1T)

Introduction to language learning and teaching, with a focus on various approaches to language teaching and learning. A focus on children's and youth literature concludes the module.

Home department: CURRICULUM STUDIES

14959   Introduction to Educational Research [PGDip (Mathematics Education), PGDip (Science Education)]

771 (15) Introduction to Educational Research

The module is structured to equip education students and teachers with the basic research and academic literacy skills to interpret research in an educational environment.

This module will focus on creating a basic understanding of research designs, methodologies and associated methods for collecting, analysing and presenting data, in educational research.

In the context of the above, this module aims to build on students' existing knowledge of research in both a theoretical and practical manner. Topics covered include finding and evaluating academic resources that are current, relevant and have authority, and are written for the appropriate purpose. Students will furthermore be introduced to Mendeley as part of academic resource management, as well as the American Psychological Association's 6th edition (APA6) referencing system, and to ways to avoid plagiarism. Skills around navigating an academic text will be developed with particular focus on critical, active and efficient

reading of texts. Students will be guided through responding to certain types of assignments such as describing, analysing and creating an argument around concepts and theories.

Home department: SUNCEP

14962　Introduction to Neurocognitive Study [PGDip (Mathematics Education), PGDip (Science Education)]

771 (15) Introduction to Neurocognitive Study

The module provides a brief overview of the relatively new field of educational neurocognitive studies and its practical implications for mathematics or science teachers. Core module.

Home department: SUNCEP

13112　Introduction to Qualitative Research Methodology [MEd (Educational Support)]

872 (30) Introduction to Qualitative Research Methodology

Introduction and overview of research paradigms in educational research; research designs, methods and methodology, data analysis and how to write up the research process.

Home department: EDUCATIONAL PSYCHOLOGY

13507　Introduction to Research Methods [BEdHons]

712 (5) Introduction Research Methods

The aim of this module is to guide students towards an understanding of research approached in Education Policy Studies. Having completed the module, students should be able to critically engage with education policy, conduct policy analysis and demonstrate an understanding of the complexity and scope of education policy analysis.

Home Department: EDUCATION POLICY STUDIES

13851　IsiXhosa Home Language (Ed) [FP]

179 (15) IsiXhosa Home Language (Ed) [FP] (1L, 1 online L, 1T)

This is a year module that invests in orientating teacher trainees into the theories and ideologies of facilitating the teaching of isiXhosa as a 'Home Language' (HL), towards equipping the student with the necessary strategies for teaching practice.

The process of producing innovative and socially responsible, as well as culturally sensitive isiXhosa teaching practitioners forms the cornerstone of this module towards empowering the school learner regardless of the changes in the national school curricula. However, attention is paid to the alignment with the current South African school curriculum, while reference is made to scholarship of HL pedagogy related to other areas of the African continent and the rest of the world. Paying attention to the coherent integration of IisiXhosa, Numeracy and Literacy in lesson planning is crucial.

Note: A pass in Grade 12 isiXhosa First Additional Language or Grade 12 isiXhosa Home Language is required.

Home department: CURRICULUM STUDIES

279 (15) IsiXhosa Home Language (Ed) [FP] (1L, 1 online L, 1P)

This is a second-year Foundation Phase (Grades R – 3) specialisation module that focuses on the development of acquiring skills and competencies for facilitating learning of isiXhosa as a Home Language. Students are trained to make sense of theoretical knowledge in line with observed lessons to formulate working pedagogical strategies for the various learning contexts.

The pedagogical activities are done with and without use of technology with the awareness of the need to improvise in various school circumstances in line with the accessibility to equipment, electricity and other facilities. The notion of play for facilitating forms, a vital part of this module in conjunction with sensitivity to Constitutional Children's Rights.

- Continuous and maintained upliftment of the quality of what and how the learners learn African languages, in particular isiXhosa as a language used at home or they are most familiar with
- Integrated outcomes teaching approach
- Children's literature teaching and literacy development

- Facilitate acquisition of academic, visual, social, thinking, viewing, numeracy, functional and critical literacies
- Facilitation skills to teach theme-based oral presentation competencies and skills
- Demonstrate reasonable understanding of the culture and norms of amaXhosa
- Discuss the relevance of theories that influence lesson planning for the augmentation of comprehension of content knowledge across the curriculum, with more focus on Numeracy or Mathematical literacy integration
- Link between the Xhosa language and culture

Prerequisite pass: IsiXhosa Home Language (Ed) [FP] 179

Corequisite: Grade R Theory and Practice 279

Home department: CURRICULUM STUDIES

379 (15) IsiXhosa Home Language (Ed) [FP] (1 Online L, 1T, 1P)

This is a Bachelor of Education (BEd) module that aims to intensify the training of students to facilitate learning of isiXhosa as a Home Language to Foundation Phase learners in an innovative manner. The underlying philosophy promotes integrated outcomes that embed functional skills, values and mindsets. This means that teacher-trainees are encouraged to reason deeply on how theoretical knowledge applicable in their lesson planning can meet the acquisition of the essential social, academic and economic value of the Xhosa language. Thus, this module heightens the importance of teaching of isiXhosa as a home language for producing useful knowledge. In this module, the attributes for future professional service are key, hence, students' conseptualisation of the module content, theory and practice is key.

Key topics:

- Story-telling and culture.
- Integration of Language, Numeracy, Social Skills, Reasoning Skills and Literacy genre
- Teaching of isiXhosa that ignites learners' interest to learn and further curiosity

Prerequisite pass: IsiXhosa Home Language (Ed) [FP] 279

Home department: CURRICULUM STUDIES

479 (15) IsiXhosa Home Language (Ed) [FP] (1 Online L, 1T, 1P)

This is a Bachelor of Education (BEd) fourth-year module designed for isiXhosa as Home Language (Education) Foundation Phase specialisation. It seeks to equip teacher-trainees with useful pedagogical strategies that draw the interest of the learners to acquire or develop specific literacy practices with enjoyment. Hence, innovation such as materials development (to supplement textbooks/ learner guides) is encouraged. Thus, an exploration of digital, audio-visual, oral, written and performative creativity form part of this module to generate stimuli for learning.

The notion of integrated outcomes is aimed at assisting in the promotion of or maintaining (where necessary) the standard of teaching and learning isiXhosa as an African language. The embedding of themes in isiXhosa lessons by teacher-trainees facilitates hope for responsible citizenship.

In this module, the attributes for future professional service are key, thus analysis, evaluation and conceptualisation of the module content are key to teacher-trainees. This module also aims at preparing students to value biliteracy and reasonable
bi-/multi-lingual pedagogical practices, for learners who are part of a multilingual society.

Prerequisite pass: IsiXhosa Home Language (Ed) [FP] 379

Home department: CURRICULUM STUDIES

14245 IsiXhosa First Additional Language (Ed) [FP]

179 (15) IsiXhosa First Additional Language (Ed) [FP] (1L, 1 Online L, 1T)

This is a year module that invests in orientating teacher trainees into the theories and ideologies of facilitating the teaching of isiXhosa as a 'First Additional Language' (FAL) towards equipping the student with the necessary strategies for teaching practice.

The process of producing innovative and socially responsible, as well as culturally sensitive isiXhosa practitioners forms the cornerstone of this module towards empowering the school learner regardless of the changes in the national school curricula. However, attention is paid to the alignment with the current South African school curriculum, while reference is made to scholarship of FAL pedagogy related to other areas of the African continent and the rest of the world. Paying attention to the coherent integration of IsiXhosa, Numeracy and Literacy in lesson planning is crucial.

Note: A pass in Grade 12 isiXhosa First Additional Language or Grade 12 isiXhosa Home Language is required.

Home department: CURRICULUM STUDIES

279 (15) IsiXhosa First Additional Language (Ed) [FP] (1 Online L, 1T, 1P)

This is a second-year Foundation Phase (Grades R – 3) specialisation module that focuses on the development of skills and competencies for facilitating learning of IsiXhosa as a First Additional Language. Students are trained to make sense of theoretical knowledge in line with observed lessons to formulate working pedagogical strategies for the various learning contexts.

The pedagogical activities are done with and without use of technology with the awareness of the need to improvise in various school circumstances in line with the accessibility to equipment, electricity and other facilities. The notion of play for facilitating forms, a vital part of this module in conjunction with sensitivity to Constitutional Children's Rights.

Topics:

- Facilitation of functional, visual and social literacies
- Training in performative strategies for learning
- Competence in oral proficiency teaching, especially public speaking, and presentation

Prerequisite pass: IsiXhosa First Additional Language (Ed) [FP] 179

Corequisite: Grade R Theory and Practice 279

Home department: CURRICULUM STUDIES

379 (15) IsiXhosa First Additional Language (Ed) [FP] (1 Online L, 1T, 1P)

This is a Bachelor of Education (BEd) module that seeks to intensify the training of students to facilitate learning of isiXhosa as a First Additional Language to Foundation Phase learners in an innovative manner. The underlying philosophy promotes integrated outcomes that embed functional skills, values and mindsets. This means that teacher-trainees are encouraged to reason deeply on how theoretical knowledge applicable in their lesson planning can meet the acquisition of the essential social, academic and economic value of the Xhosa language. For this, practise is key

Key topics:

- Application of theories for second language teaching and learning
- Linking language and culture
- Storytelling for literacy development
- Creative writing for materials development
- Review and selection of children's literature.
- Integration of Language, Numeracy, Social Skills, Reasoning Skills and Literacy genre
- Teaching of isiXhosa that ignites learners' interest to learn and further curiosity

Prerequisite pass: IsiXhosa First Additional Language (Ed) [FP] 279

Home department: CURRICULUM STUDIES

479 (15) IsiXhosa First Additional Language (Ed) [FP] (1L, 1 Online L, 1P)

This is a Bachelor of Education (BEd) for Foundation Phase specialisation that focuses on training students to teach isiXhosa as First Additional Language, more in line with the South African multicultural environment. This module seeks to assist teacher-trainees to design reading, viewing and assessment material or tools that are appropriate/adaptable for the different grades in the Foundation Phase, **and which they can use during teaching practice in schools to supplement textbooks and learners' guides.** This is in consideration of the current uneven access to essential equipment and facilities in public schools located in South Africa.

It uses a performative, creative form of facilitating the learning of isiXhosa. Such work could give co-inspirational hope to society via schools by motivating learners to be responsible citizens through the themes embedded in isiXhosa learning. Communal learning is valued in this module.

The attributes for future professional service are key, thus the conceptualisation of the module is key to help teacher-trainees to value literacy and biliteracy in multilingual schools through the creation of written, visual, audiovisual and verbal learning opportunities accordingly.

Prerequisite pass: IsiXhosa First Additional Language (Ed) [FP] 379

Home department: CURRICULUM STUDIES

14245 IsiXhosa First Additional Language (Ed) [IP]

177 (15) IsiXhosa First Additional Language (Ed) [IP] (2L, 1T)

The main aim of this module is to equip pre-service teachers, with issues of isiXhosa First Additional Language learning and teaching. This is done so that the pre-service teachers are able to face the challenges of the modern time classrooms and develop their confidence as teachers of isiXhosa First Additional Language. The students will be equipped on how to deal with different teaching methods

appropriate for the Intermediate Phase learner profiles. The module will cover the following:

- cultural history of amaXhosa and isiXhosa as a language;
- isiXhosa and literacy instruction, including visual literacy, academic literacy, functional literacy and critical literacy;
- lesson planning and evaluation techniques;
- understanding of the notion of integrated teaching and learning outcomes with the motto "Every learner matters!";
- analytical reflective practice in line with practical application of theoretical knowledge for the development of mature insights;
- teaching creative writing in isiXhosa as part of teaching and learning resources development;
- understanding the lexical and linguistic features of isiXhosa as language.

Note: IsiXhosa Grade 12 Home Language/First Additional Language, or equivalent, is required for admission to this module.

Home department: CURRICULUM STUDIES

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

This is a second-year module of isiXhosa education, which is a continuation from isiXhosa FAL Education 177. The main aim of this module is to equip pre-service teachers, with issues of isiXhosa First Additional Language learning and teaching. This is done so that the pre-service teachers are able to face the challenges of the modern time classrooms and develop their confidence as teachers of isiXhosa First Additional Language. The students will be equipped on how to deal with different teaching methods appropriate for the Intermediate Phase Learner profiles. The module will cover the following:

- cultural history of amaXhosa and isiXhosa as a language;
- isiXhosa and literacy instruction, including visual literacy, academic literacy, functional literacy and critical literacy;
- lesson planning and evaluation techniques;
- understanding of the notion of integrated teaching and learning outcomes with the motto "Every learner matters!";
- analytical reflective practice in line with practical application of theoretical knowledge for the development of mature insights;
- Teaching creative writing in isiXhosa as part of teaching and learning resources development;
- Understanding the lexical and linguistic features of isiXhosa as language.

Prerequisite pass: IsiXhosa First Additional Language (Ed) 177

Home department: CURRICULUM STUDIES

377 (15) IsiXhosa First Additional Language (Ed) [IP] (2L, 1P)

The students will be equipped with the required skills to function well in their classrooms. This module is designed to build on the knowledge acquired in the previous years. The pre-service teachers will be able to evaluate and analyse the pertinent issues in teaching isiXhosa in the classrooms. In this module, the students will develop understanding of multilingual classrooms in South Africa to function in these classrooms in a sensible manner. Understanding the implementation requirements for the national curriculum (CAPS) for IsiXhosa FAL. Grounded understanding of isiXhosa instruction within the basic education bands.

Prerequisite pass: IsiXhosa First Additional Language (Ed) [IP] 277

Home department: CURRICULUM STUDIES

477 (15) IsiXhosa First Additional Language (Ed) [IP] (2L, 1P)

The module aims at crafting professionals in facilitation of the IsiXhosa FAL, culture and initial literacy for enjoyment, enrichment and empowerment.

Module content entails:

- Integration of isiXhosa learning outcomes;
- Competency-based assessment that creates learning opportunities for isiXhosa and literacy advancement for attainment of deep learning;
- Working skilfully in overcrowded classrooms and with mixed literacy proficiencies in one class;
- The continuum of teaching practice in line with the current national curriculum (CAPS) for isiXhosa Home Language;
- Critical reflections on the link between theoretical early literacy teaching knowledge gained at university and the practical realities of application in schools;

- Grounded understanding of isiXhosa teaching and learning principles regardless of the possible changes in national isiXhosa curricula for additional language in the basic education bands.

Prerequisite pass: IsiXhosa First Additional Language (Ed) [IP] 377

Home department: CURRICULUM STUDIES

14267 IsiXhosa as a Language of Conversational Competence [PGCE]

771 (5) Xhosa as a Language of Communicative Competence (1L)

To acquire the competence to use isiXhosa as an official African language at basic conversational level.

Home department: CURRICULUM STUDIES

14921 IsiXhosa as Language of Learning and Teaching (LoLT) IsiXhosa [BEd]

424 (5) IsiXhosa as Language of Learning and Teaching (LoLT) IsiXhosa [FP] (2L)

This module is largely about training student-teachers by equipping them to value home language use (and first additional language use where necessary) and to competently apply theoretically informed knowledge by creating avenues or platforms or opportunities for the learners to use their respective home languages or mother-tongues/mother languages for enhancing understanding of academic literacy material, as well as subject-specific disciplinary content, which includes terms used in various school subjects while advancing in the Xhosa language and cultural understanding as well. This implies that isiXhosa may be used to understand English as a First Additional Language (FAL), as well as deepening understanding of Numeracy, Life Skills and a First Additional Language, thus harnessing the individual learner's potential to augment relevant literacies across the Foundation Phase curriculum in schools.

Home department: CURRICULUM STUDIES

414(5) IsiXhosa as Language of Learning and Teaching (LoLT) IsiXhosa [IP] (2L)

This module is largely about training student-teachers by equipping them to value home language use (and first additional language use where necessary) and to competently apply theoretically informed knowledge by creating avenues or platforms or opportunities for the learners to use their respective home languages or mother-tongues/mother languages for enhancing understanding of academic literacy material, as well as subject-specific disciplinary content, which includes terms used in various school subjects while advancing in the Xhosa language and cultural understanding as well. This implies that isiXhosa may be used to understand English as a First Additional Language (FAL), as well as deepening understanding of Social Sciences, Mathematics, Natural Sciences, thus harnessing the individual learner's potential to augment relevant literacies across the Intermediate Phase curriculum in schools.

Home department: CURRICULUM STUDIES

13999 IsiXhosa Communication [BEd]

379 (5) IsiXhosa Communication [FP] (2L)

The module aims at crafting teachers who value multilingualism through awareness about local language heritage and displaying of cultural sensitivity. Learning activities are balanced between oral and written. Module content is customised for successful communication with primary school learners at early learning phases as well with individuals in the broader social contexts. Competencies include:

- Initiating and responding to conversations;
- Being functional using isiXhosa in various social situations such as making polite requests;
- asking questions for clarity;
- asking for or offering help;
- knowing learners' slang and dialects of rural and urban youth.
- participating as responsible citizens within local or provincial communities, e.g. singing the South African National Anthem, with understanding and regarding the the South African Constitutional Children's Rights Charter and school policies.

Competency-based assessment

Students should complete this module in their third year of study in the BEd programme and not be registered for an IsiXhosa (Ed) module.

Hosting department: CURRICULUM STUDIES

377 (5) IsiXhosa Communication [IP] (2L)

The module aims at crafting teachers who value multilingualism through awareness about local language heritage and displaying of cultural sensitivity. It is customised for successful communication with Intermediate/Senior Phase school learners as well as in the broader social contexts.

This module cannot be followed by students who are enrolled for IsiXhosa (Ed).

Home Department: CURRICULUM STUDIES

61824   IsiXhosa Curriculum Studies [BEdHons]

711 (15) IsiXhosa Curriculum Studies

This module presents an intensive overview of the pedagogy of isiXhosa instruction, and practice. It aims at deepening insights into isiXhosa curriculum implementation for different learning school grades, adapting a transdisciplinary approach within national and international scholarly frames of reference to language development and literacy education in multicultural schools for specific emerging education horizons. Eclectic assessment methods are adhered to and opportunities for academic advancement are created through blended learning.

Attendance of contact sessions is crucial for a repertoire of first-hand examples of good practice.

Home department: CURRICULUM STUDIES

13851   IsiXhosa Home Language (Ed) [IP]

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

This is a first-year module that orientates Bachelor of Education students to the demands, joys and challenges of becoming an isiXhosa teacher in a South African context at Intermediate Phase, i.e. Grades 4–6, as well as Grade 7.

Aspects of learning include pragmatics; language structure; exposure to different text genres that model what to expect in schools, and their social and academic functions in written genres; folklore – spoken word art and related cognitive benefits; language-related culture in literacy discourse; popular education methods as strategies for facilitation of learning of various isiXhosa texts; facilitation of academic literacy; facilitation of critical literacy, isiXhosa literature of teaching and linguistic history of isiXhosa.

Note: isiXhosa Grade 12 Home Language/ First Additional Language, or equivalent is required for admission to this module.

Competency-based assessment

Home Department: CURRICULUM STUDIES

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

This is a second-year module which progresses from IsiXhosa HL 177. The module aims at crafting pre-service teachers who have been well introduced to the relationship between the Xhosa language and culture while being sensitised to choices of teaching methods appropriate to identified Intermediate Phase learner profiles. These include literacy identities in isiXhosa.

Module content also entails:

- cultural history of amaXhosa and isiXhosa;
- isiXhosa and literacy instruction, including visual literacy, academic literacy, functional literacy and critical literacy;
- lesson planning and evaluation techniques;
- understanding of the notion of integrated teaching and learning outcomes with the motto "Every learner matters!";
- analytical reflective practice in line with practical application of theoretical knowledge for the development of mature insights;
- teaching creative writing in isiXhosa as part of teaching and learning resources development.

Competency-based assessment

Prerequisite pass: IsiXhosa Home Language (Ed) 177

Home Department: CURRICULUM STUDIES

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

This is a full-year final-year module of the Bachelor of Education programme. It aims at crafting professionals specialising in facilitation of learning of isiXhosa as a First/Home Language. It recognises the intimate relationship between language and culture, and relevant theories are studied to enable pre-service teachers

to facilitate emergent and initial literacy acquisition and development. It is designed to ensure that the teachers understand their role of ethically and professionally harnessing individual potential and creative minds, with the philosophy that every learner matters even in cases of diverse teaching situations such as overcrowded classrooms or having learners with mixed language levels within one class. The doctrine adopted is that every child matters and has a right to quality education.

Pre-service teachers are expected to portray appreciation of the isiXhosa language. Creativity is encouraged to design learning activities that would harness learners' potential to develop academically and as social beings in application of the concept of Ubuntu, or rather positive impact-bearing pedagogies.

Competency-based assessment

Prerequisite pass: IsiXhosa Home Language (Ed) [IP] 277

Home Department: CURRICULUM STUDIES

477 (15) IsiXhosa Home Language (Ed) [IP] (2L, 1P)

This is a Bachelor of Education (BEd) final-year module aimed at shaping professionals specialising in facilitating learning of isiXhosa as a Home Language (IsiXhosa HL) at Intermediate Phases in schools. The module recognises the contribution that first languages can have in advancing critical understanding across curriculum.

Through the study of relevant theories and guided practice from the lecturer, pre-service teachers present lessons that integrate proficiency in isiXhosa, culture and relevant literacies.

The module is designed in such as way that the role of the isiXhosa HL teacher is understood.

Competency-based assessment

Prerequisite pass: IsiXhosa Home Language (Ed) [IP] 377

Home Department: CURRICULUM STUDIES

13747   IsiXhosa Teaching [PGCE]

771 (20) IsiXhosa Teaching (3L, 1P)

This module aims to educate and train students to be professional facilitators of Grades 10-12 isiXhosa 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 the 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 of complexities as a prospect for consultative planning, further enquiry, cultural insightfulness, problem-solving and new knowledge generation.
- Commitment to serving with integrity in the view that every learner in a Xhosa class matters and has a right to quality education.

Prerequisite passes are as follows:

- IsiXhosa at third-year level (at least 48 credits or equivalent in terms of a qualification in IsiXhosa at NQF level 7). The focus of the module(s) should have equipped the prospective IsiXhosa Teaching 771 student to teach IsiXhosa as either a First Additional Language or Home Language

Prerequisite passes for the Advanced Study option in IsiXhosa Teaching:

- Meet all the prerequisite passes for IsiXhosa Teaching 771 as stated in the sub-section above.
- You must be familiar with educational research and report writing. In addition, you are expected to be proficient in listening with understanding, and in reading, writing and verbally expressing academic insights in the Xhosa language.
- For selection purposes, you must show familiarity with educational research and report writing by submitting a portfolio that demonstrates evidence of competence in writing two academic essays where you are the sole author and for which a minimum of 60% overall mark would be required for admission. Both academic essays should be written in IsiXhosa and each should range between 2 200 and 3 000 words in length. One of the two academic essays should be linked to professional practice and will require you to give a reflective critique of the relevance of a specific language learning theory for a chosen South African school context at Further Education and Training Phase.

- You should be aware that once admitted into this module, isiXhosa will be the main language of facilitating learning in lectures both orally and in writing. Therefore, intensive listening. discussion of language education matters and giving peer constructive feedback in IsiXhosa would be expected of every student in both virtual and face-to-face classes.

Home department: CURRICULUM STUDIES

13464 Knowing, Acting and Being: Framing the Study of Education [BEdHons]

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

The module offers a concise overview of knowledge focusing specifically on those concepts and practices that shape our understanding of education. Section A focuses on *knowing*, and introduces students to those tools that help shape the building of theory, the deepening of understanding and the making of conceptual connections. Section B emphasises *acting*, and discusses the rationale, framework and challenges of teacher research and practitioner inquiry. Section C discusses *being*, and covers historical and contemporary perspectives on learning and some critical perspectives on teaching and teacher identity.

Home department: CURRICULUM STUDIES

13826 Language Education [BEd]

224 (5) Language Education: Core Module [FP and IP] (1L)

An introduction to socio-cognitive and cultural approaches to literacy in different contexts with diverse leaners and a focus on the principles of reading and writing.

Prerequisites:
- Any two of English, Afrikaans or IsiXhosa at first-year level
- Academic literacy at first-year level
- Compulsory: Must be taken simultaneously with two of the three language modules at second-year level.

Home department: CURRICULUM STUDIES

324 (5) Language Education: Core Module [FP and IP] (1L)

Students are introduced to multilingual learning and teaching approaches and techniques, with a focus on multilingual dictionaries and classroom translanguaging. Professional development of teachers as leaders is introduced.

Summative assessment

Prerequisite pass:
- Language Education 224
- Two of English, Afrikaans or IsiXhosa at second-year level.

Home Department: CURRICULUM STUDIES

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.

Home department: CURRICULUM STUDIES

13484 Language Teaching Research [BEdHons]

711 (5) Language Teaching Research

Students are exposed to language specific research techniques and design.

Home department: CURRICULUM STUDIES

14292 Leading and Managing Teaching and Learning in School [(ADE (SLM)]

171 (18) Leading and Managing Teaching and Learning in School

This module emphasises that schools exist to provide systematic, quality learning opportunities for children and, therefore, that effective leadership and management of teaching and learning is a critical role for the school principal. It helps student-principals to see that all other leadership and management roles and functions of the school must serve and support this primary purpose of the school. It will equip them with the necessary competencies to lead quality teaching, manage curriculum implementation effectively and track and support improved learning.

Home department: EDUCATION POLICY STUDIES and SUNCEP

14293 Leading and Managing Extra-curricular and Co-curricular Activities [(ADE (SLM)]

171 (9) Leading and Managing Extra-curricular and Co-curricular Activities

This module complements the Leading and Managing Teaching and Learning in School module by focusing on supporting effective leadership and management of extracurricular activities as integral to the development of well-rounded individuals. At some institutions, it will be taught as a separate module; in others, it will be integrated with Leading and Managing Teaching and Learning in School 171.

Home department: EDUCATION POLICY STUDIES and SUNCEP

14294 Leading and Managing People and Change [(ADE (SLM)]

171 (18) Leading and Managing People and Change

This module emphasises people as the key resource of the school and explores the need for both theoretical understanding and practical competencies in leadership and management of people, to manage oneself and others in both the school and the wider school communities. It recognises that education is intrinsically about change and that change needs to be led and managed effectively to facilitate continuous improvement in and for the school.

Home department: EDUCATION POLICY STUDIES and SUNCEP

14295 Leading and Managing the School as an Organisation [(ADE (SLM)]

172 (18) Leading and Managing the School as an Organisation

This module helps student-principals to understand the school as an organisation, to manage organisational systems holistically in context, and to lead and manage the use of ICT, physical and financial resources. It also addressed issues related to building and enhancing the school as a safe, disciplined and caring environment conducive to effective teaching and learning.

Home department: EDUCATION POLICY STUDIES and SUNCEP

13460 Learning and Cognition [BEdHons]

711 (15) Learning and Cognition
- Learning theories. Neurology from an educational perspective.
- Cognitive processes.

Home department: EDUCATIONAL PSYCHOLOGY

13461 Learning Challenges [BEdHons]

744 (15) Learning Challenges
- Policies and practices that underpin an inclusive education system
- Specific learning barriers, disabilities and chronic diseases
- Key strategies to support learners as well as the learning process

Home department: EDUCATIONAL PSYCHOLOGY

14285 Learning in Adult Education [MPhil (Lifelong Learning)]

875 (20) Learning in Adult Education

Students study a selection of relevant learning theories, where-after they choose and analyse a specific learning theory. The theory is applied to a specific learning-focused research context or problem.

Home department: CURRICULUM STUDIES

14252 Learning in Higher Education [MPhil (Higher Education Studies)]

875 (20) Learning in Higher Education

Students study various components of learning in higher education, including learning theory, curriculum, pedagogy, assessment, leading, creativity, technology and reflective practice.

Home department: CURRICULUM STUDIES

13462 Learning Support [BEdHons]

744 (15) Learning Support

Assessment for learning. Learning support provision. Multi-level teaching.

Home department: EDUCATIONAL PSYCHOLOGY

51241 Learning Support

814 (20) Learning Support [MEd (Educational Psychology)]
- Theoretical frameworks for understanding educational psychology and inclusive education
- International and national perspectives on inclusive education
- Disability and learning difficulties
- Family and teacher support
- Individualised learning support – including accommodations and adaptations.

Home department: EDUCATIONAL PSYCHOLOGY

14288 Lifelong Learning [MPhil (Lifelong Learning)]

879 (180) Lifelong Learning (anchor module)

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

Home department: CURRICULUM STUDIES

54496 Life Orientation

872 (40) Life Orientation Specialisation [MEd (Curriculum Studies)]

Life Orientation/Life Skills.

Home department: CURRICULUM STUDIES

13750 Life Orientation Teaching [PGCE]

771 (20) Life Orientation Teaching (3L, 1P)
- Theoretical framework
- Life skills education, including study skills
- Sexuality education, including gender equity
- Career education
- Physical education
- Cultural and religious diversity, and human rights in South Africa
- Counselling skills for the Life Orientation teacher.

Prerequisite:
- Psychology at third-year level (at least 48 credits)

- Preference will be given to:
  - Applicants who meet the requirements of Psychology at third-year level, in addition to one of the following subjects at second- or third-year level: Sociology, Social Anthropology, History, Sport Science, Geography & Environmental studies and/or:
  - Applicants with another subject specialisation offered as part of the PGCE programme.

Home department: EDUCATIONAL PSYCHOLOGY

13452 Life Sciences [ADE (SP Natural Sciences Teaching)]

271 (15) Life Sciences – Life and Living

Biosphere, Biodiversity and Ecology, Sexual Reproduction and Variation, Photosynthesis and Respiration, Cytology, Micro-organisms and Human systems

Home department: SUNCEP

13748 Life Sciences Teaching [PGCE]

771 (20) Life Sciences Teaching (2L, 2P)

This module places emphasis on various topics within the subject Life Sciences taught at the FET phase school level. The module is intended for postgraduate life sciences education students who opted for this module as an elective, but will also be useful to any student who wants to deepen his or her background in the life sciences and to offer life sciences as a specialisation subject.

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

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

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

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

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

Home department: CURRICULUM STUDIES

11570 Life Skills [BEd]

177 (15) Life Skills [IP] (3L)

Personal and social wellbeing:
- Teaching strategies to promote knowledge, skills and values for holistic development.

Environmental Studies
- Teaching strategies: lectures and class discussions, self study
- Knowledge, skills and values: Background knowledge and understanding of environment and environmental issues
- Holistic development – integration of understanding into personal life and teaching identity with a view to engaging in sustainable living practices.

Religion Studies:
- Formal lectures. Structured reading from scholarly and research literatures,
- Guest speakers from the major faith traditions. Visits to places of religious and cultural significance

Home department: CURRICULUM STUDIES

179 (15) Life Skills [FP] (3L)

Personal and social wellbeing:
- Teaching strategies to promote knowledge, skills and values for holistic development.

Environmental Studies
- Teaching strategies: lectures and class discussions, self study
- Knowledge, skills and values: Background knowledge and understanding of environment and environmental issues
- Holistic development – integration of understanding into personal life and teaching identity with a view to engaging in sustainable living practices.

Religion Studies:
- Formal lectures. Structured reading from scholarly and research literatures,
- Guest speakers from the major faith traditions. Visits to places of religious and cultural significance

Home department: CURRICULUM STUDIES

14000 Life Skills: Dance and Drama [BEd]

377 (10) Life Skills: Dance and Drama [IP] (2L)

Understand dramatic concepts by instructing learners to explore – using any/some of the following: stories, African folktales, poems, songs, narration, music, sounds, pictures, posters, props, puppetry, costume, improvisation, appropriate movement and dance, DVDs, Film

Home Department: CURRICULUM STUDIES

379 (10) Life Skills: Dance and Drama [FP] (2L)

Understand dramatic concepts by instructing learners to explore – using any/some of the following: stories, African folktales, poems, songs, narration, music, sounds, pictures, posters, props, puppetry, costume, improvisation, appropriate movement and dance, DVDs, Film

Home Department: CURRICULUM STUDIES

13827 Life Skills: Music [BEd]

277 (10) Life Skills: Music [IP] (2L)

This module focuses on the balanced development of musical knowledge and musical skills through active involvement in music making activities such as instrumental work (Orff instruments), singing, listening, dancing, notating, moving, and creating music; to equip students with the knowledge, skills, values and attitudes needed to develop learners' musical knowledge, skills and musicality.

Home Department: CURRICULUM STUDIES

279 (10) Life Skills: Music [FP] (2L)

This module focuses on the balanced development of musical knowledge and musical skills through active involvement in music-making activities such as instrumental work (Orff instruments), singing, listening,

dancing, notating, moving, and creating music; to equip students with the knowledge, skills, values and attitudes needed to develop learners' musical knowledge, skills and musicality.

Home Department: CURRICULUM STUDIES

14229 Life Skills: Physical Education [BEd]

477 (15) Life Skills: Physical Education [IP] (3L)

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.

Home Department: CURRICULUM STUDIES

479 (15) Life Skills: Physical Education [FP] (3L)

Sport Science:

Theoretical and practical deepening for experience of movement contents as required for the school environment. Planning, development of programmes, handling and presentation of typical movement contents required for the school environment.

Home Department: CURRICULUM STUDIES

13828 Life Skills: Visual Art [BEd]

277 (10) Life Skills: Visual Art [IP] (2L)

Use and apply 2D and 3D art, theory of children's art development and appreciation and classroom practical teaching for IP.

Home department: CURRICULUM STUDIES

279 (10) Life Skills: Visual Art [FP] (2L)

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

Home department: CURRICULUM STUDIES

13825 Literacies *for understanding* Life Skills [BEd] [FP]

279 (15) Literacies *for understanding* Life Skills (3L)

Foundation phase Life Skills teachers should be able to teach Science and Technology, as well as Social Sciences, in an integrated way. This module would enable students to develop different literacies to implement Life Skills curricula. Considering the child as citizen, the content covers the foundational disciplinary knowledge, as well as the pedagogical content knowledge, for Life Skills so that students are enabled to teach so that learners can advance into the world of Science and Technology and Social Sciences after Grade 3.

Home department: CURRICULUM STUDIES

13490 Literacy Education and Leadership [BEdHons]

772(20) Literacy Education and Leadership (Foundation Phase)

This module lays a foundation for the stimulation of an enquiry into Literacy Education and Leadership. In this module, students explore research and evidence-based critical rethinking and transformation of literacy practices in Foundation Phase classrooms. This module provides the student with learning opportunities to build knowledge and develop skills as they potentially grow into and understand literacy leadership whilst analysing their own practice and instructional choices. By doing so, students will be able to conceptualise and direct a whole school's literacy improvement programme and develop and sustain a data-based literacy instructional and assessment system for the Foundation Phase. In addition, this module will also support honours students' research projects as part of the Research Methods Module. On successful completion, students could continue to conduct further research for M studies.

Note: This is a core module within the BEdHons (Foundation Phase Education) programme. Students have to complete their final-year language and literacy module in an undergraduate FP BEd programme.

Assessment: Assignments and a written examination

Home department: CURRICULUM STUDIES

13440 Mathematical Literacy: Basic Skills I [ADE (Mathematical Literacy Teaching)]

171 (22) Mathematical Literacy: Basic Skills 1

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

- Number formats and conventions
- Operations using numbers and calculator skills
- Rounding
- Ratios and Rates
- Proportion
- Percentages
- Incorporating ICT where applicable

Home department: SUNCEP

13441 Mathematical Literacy: Basic Skills II [ADE (Mathematical Literacy Teaching)]

171 (22) Mathematical Literacy: Basic Skills 2

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

- Interpreting graphs
- Patterns and relationships
- Representations of relationships
- Working with two or more relationships
- Incorporating ICT where applicable

Home department: SUNCEP

13445 Mathematical Literacy: Data Handling [ADE (Mathematical Literacy Teaching)]

271 (14) Mathematical Literacy: Data Handling

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

- Statistics
    - Developing questions
    - Collecting data
    - Classifying and organising data
    - Summarising data
    - Representing data
    - Interpreting and analysing data
    - Incorporating ICT where applicable
- Probability
    - Expressions of probability
    - Prediction
    - Representations for determining different outcomes
    - Evaluating expressions involving probability
    - Incorporating ICT where applicable

Home department: SUNCEP

13444   Mathematical Literacy: Finance [ADE (Mathematical Literacy Teaching)]

271 (11) Mathematical Literacy: Finance

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

- Financial documents
- Tariff systems
- Income/expenditure; Profit/loss; statements; budgets
- Cost and selling price
- Break-even analysis
- Interest
- Taxation
- Exchange rates
- Incorporating ICT where applicable

Home department: SUNCEP

13443   Mathematical Literacy: Maps, Plans and Physical Representation [ADE (Mathematical Literacy Teaching)]

271 (10) Mathematical Literacy: Maps, Plans and Physical Representation

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

- Scale
- Maps
- Plans
- Models
- Incorporating ICT where applicable

Home department: SUNCEP

13442   Mathematical Literacy: Measurement [ADE (Mathematical Literacy Teaching)]

271 (11) Mathematical Literacy: Measurement

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

- Conversions
- Measuring length
- Measuring weight
- Measuring volume
- Temperature
- Calculating perimeter, area, volume
- Time
- Incorporating ICT where applicable

Home department: SUNCEP

13751   Mathematical Literacy Teaching [PGCE]

771 (20) Mathematical Literacy Teaching (3L, 1P)

This module places emphasis on various topics within the subject Mathematical Literacy taught at the FET phase school level. The module is intended for postgraduate education students who opted for this module as an elective, but will also be useful to any student who wants to deepen their background in Mathematics as a School Subject and to offer Mathematical Literacy as a specialisation subject.

Three-year degree with prerequisite pass as follows:

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

  or

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

  or

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

Home department: CURRICULUM STUDIES

24023 Mathematics (Ed) [BEd]

177 (15) Mathematics (Ed) [IP] (2L, 1T)

This module gives an introduction to pure Mathematics via logic and sets, following modern perspectives, with an emphasis on a formal background to various topics taught at school. The module is intended for first-year Mathematics education students, but will also be useful to any student who wants to deepen his or 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.

Home department: CURRICULUM STUDIES

179 (15) Mathematics (Ed) [FP] (2L, 1T)

This module challenges students to develop mathematical thinking skills through a problem-solving approach. The emphasis is on elementary number theory topics such as divisibility of integers, remainder classes and modular arithmetic. Mathematics content taught at school is revisited as contexts for proof reasoning, basic mathematical logic, and precise definition and communication. The module is intended for first-year education students who plan to teach in the Foundation Phase.

Home Department: CURRICULUM STUDIES

277 (15) Mathematics (Ed) [IP] (3L)

This module provides an introduction to arithmetic, algebra and geometry to students who intend to teach in the Intermediate and Senior Phases. The primary underpinning of the module is the notion of elementary mathematics from an advanced mathematical viewpoint. The module is intended for second-year Mathematics (Ed) students only.

PP Mathematics (Ed) [IP] 177 passed with a final mark of at least 60%.

Home department: CURRICULUM STUDIES

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

- The impact of beliefs about the nature of mathematics on teaching and learning it.
- Characteristics and implications of transmission instruction and problem-centred mathematics instruction for the classroom.
- Mathematical knowledge for teaching (MKT) in the Foundation Phase.
- The mathematical development of a child between the ages of 0 and 7 years.
- Classroom culture as a determining factor in learning outcomes.
- Developing responsive mathematics teaching through professional noticing and reflection.
- The development of number concepts.
- The development of Foundation Phase learners' computing methods and their understanding of the four basic operations.
- Remediating misconceptions and limiting constructions in whole-number arithmetic.
- Early geometry and spatial development (2-D and 3-D, construction, visualisation, position-in-space, orientation).

Prerequisite pass: Mathematics (Ed) [FP] 179

Home department: CURRICULUM STUDIES

377 (15) Mathematics (Ed)] [IP] (4L)

This module provides further introduction to arithmetic, algebra and geometry and their interrelationships to students who intend to teach in the Intermediate and Senior Phases. The primary underpinning of the module is the notion of elementary mathematics from an advanced mathematical viewpoint. The module is intended for third-year Mathematics (Ed) students only.

Prerequisite pass: Mathematics (Ed) [IP] 277

Home department: CURRICULUM STUDIES

379 (15) Mathematics (Ed) [FP] (3L)

- Problem-centred mathematics education in the Foundation Phase: theory and practice.
- Meaning of operations with whole numbers, basic problem types, properties of operations, computing techniques and computing strategies, mathematisation.
- The development of flexible-number concept and computing methods in young learners.
- Intuitions and limiting constructions about whole-number computation.
- Early algebra teaching.
- Introduction to teaching data handling.
- Historical and cultural perspectives on the mathematical contents of the Foundation Phase.
- The role of reflective thinking and metacognition in problem-centred mathematics teaching and learning, the development of responsive teaching through reflection and professional noticing.

Prerequisite pass: Mathematics (Ed) [FP] 279

Home department: CURRICULUM STUDIES

477 (15) Mathematics (Ed) [IP] (2L, 1T, 1P)

This module focuses on mathematics teaching and learning as culmination of the BEd. The goal is to develop professional noticing of learner reasoning in problem-solving contexts. Responsive pedagogy is developed through attention to research on listening skills, formative assessment, fluent teacher talk, and task design based on variation theory and modelling theory. Access to and equity in engaging with challenging mathematics for diverse learners is a thread through the module. Students will be required to learn to use mathematics education software, e.g. GeoGebra, in task design. Key concepts such as number concept development and related calculation plans, multiplicative reasoning, algebraic reasoning, geometric reasoning, and statistical reasoning are studied across the intermediate and senior phases. The module assessment takes into account 21st-century skills such as higher-order reasoning, self-directed learning and communication. Students in this module are strongly encouraged to take part in related social and community impact projects as organised by the module coordinator.

Prerequisite pass: Mathematics (Ed) [IP] 377

Home Department: CURRICULUM STUDIES

479 (15) Mathematics (Ed) [FP] (3L)

- Current and planned mathematics curricula for the Foundation Phase.
- Learning trajectories based on problem solving: starting points, progress schematisation, problem types, limiting constructions and continuous learning.
- Diagnosis and remediation of misconceptions and limiting constructions in Foundation Phase mathematics.
- Learning theoretical perspectives on learning environments and learning trajectories for mathematics.
- Dealing with individual differences between learners: assessment and equality.
- Assessment, norm- and criteria-based assessment.
- Development of own theory about teaching, learning and assessment. The relationship between assessment, communication and the accommodation of learners' construct system.
- Introduction to the teaching of measurement.
- The role of technology in mathematics teaching and learning.
- Service learning through the social impact programme Count-Me-In.

Prerequisite pass: Mathematics (Ed) [FP] 379

Home department: CURRICULUM STUDIES

13547   Mathematics Education (Foundation Phase) [BEdHons]

771 (20) Mathematics Education (Foundation Phase)

This module allows the student entry into the philosophical and theoretical perspectives that influence and shape Mathematics Education. The module examines the nature of mathematics and teaching and learning of Mathematics in the Foundation Phase. Exploring the nature and impact of mathematical processes on learning mathematics will allow the student to connect, analyse and reflect on their own practice. This module demands a critical analysis of crucial factors that shape meaningful mathematics teaching and learning (including teacher knowledge, beliefs, attitudes, confidence, classroom culture, mathematical discourse, tasks, policies, assessment practices and curricula, teacher identity and change). By probing and articulating forces that influence and shape Mathematics Education (past and future), it is intended that students through this building of knowledge develop a sense of agency that is transferable to their

professional space. In addition, this module will also support honours students' research projects as part of the Research Methods module. On successful completion, students could continue to conduct further research for M studies.

Note: This is a core module within the BEdHons (Foundation Phase Education) programme. Students have to complete their final-year mathematics education module in an undergraduate FP BEd Programme.

Home department: CURRICULUM STUDIES

61972 Mathematics Education (School Subject) [MEd (Curriculum Studies)]

872 (40) Mathematics Education Specialisation

Mathematics Education.

Home department: CURRICULUM STUDIES

13752 Mathematics Teaching [PGCE]

771 (20) Mathematics Teaching (3L, 1P)

This module focuses on mathematics teaching and learning across Grades 8 to 12 in acknowledgement of backlogs in learning in our basic education system. The goal is to develop professional noticing of learner reasoning in problem-solving contexts. Responsive pedagogy is developed through attention to research on listening skills, formative assessment, fluency in teacher talk and task design based on variation theory and modelling theory. Access to and equity in engaging with challenging mathematics for diverse learners is a thread through the module. Students will be required to learn to use mathematics education software, e.g. Geogebra, in task design and teaching. Key concepts such as introduction to algebra and advanced algebraic reasoning (including differentiation), multiple representations, development of geometric reasoning including proof reasoning, and statistical reasoning are studied. The module assessment takes into account 21st-century skills such as higher-order reasoning, self-directed learning and communication. Students in this module are encouraged to take part in related social and community impact projects as organised by the module coordinator.

Prerequisite pass:
- Mathematics at second-year level (at least 32 credits), or the equivalent
  or
- Foundations of Mathematics at second-year level (48 credits), or the equivalent

Home department: CURRICULUM STUDIES

13566 Measurement [ADE]

271 (20) Measurement (IP Mathematics Teaching)]
- After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach:
- Measurement of 2-D shapes and 3-D objects
- Use of measuring instruments
- Solve problem involving length.
- History of time.
- Relationship between perimeter and area of rectangles and squares.
- Relationship between surface area and volume of rectangular prisms.
- Incorporating ICT where applicable

Home department: SUNCEP

272 (20) Measurement (SP Mathematics Teaching)
- After completion of the module the student will have a deep and systematic understanding of the subject matter knowledge and pedagogy to teach…
- Area and Perimeter
- Surface area and Volume
- Pythagoras Theorem
- Incorporating ICT where applicable

Home department: SUNCEP

13753 Music Teaching [PGCE]

771 (20) Music Teaching (3L, 1P)

This module emphasises theory of music as well as practical teaching methods and various other topics within music as a subject taught at FET phase school level.

The module is intended for postgraduate students with a Degree in Music or equivalent qualification.

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

Home department: CURRICULUM STUDIES

59161 Natural Sciences (Ed) [BEd] [IP]

177 (15) Natural Sciences (Ed) (2L)

This module gives an introduction to General Natural Sciences with an emphasis on a formal background to various topics and focus areas; Life and Living, Earth and Beyond, Matter and Material and Energy and Change, as taught at school. The module is intended for first-year Natural Sciences education students, but will also be useful to any student who wants to deepen their background in the Natural Sciences and to offer Natural Sciences as a specialisation subject.

Life Sciences or Physical Sciences passed at Grade 12 (or equivalent) level.

Home department: CURRICULUM STUDIES

277 (15) Natural Sciences (Ed) (3L)

This module places emphasis on various topics and focus areas: Life and Living, Earth and Beyond, Matter and Material, and Energy and Change, as taught at school. The module is intended for second-year Natural Sciences education students who opted for this module as an elective, but will also be useful to any student who wants to deepen their background in the Natural Sciences and to offer Natural Sciences as a specialisation subject.

Prerequisite pass: Natural Sciences (Ed) [IP] 177

Home department: CURRICULUM STUDIES

377 (15) Natural Sciences (Ed) (4L)

This module places emphasis on various topics and focus areas: Life and Living, Earth and Beyond, Matter and Material, and Energy and Change taught at school. The module is intended for third-year Natural Sciences Education students who opted for this module as an elective, to deepen their background in the Natural Sciences and to offer natural Sciences as a specialisation subject.

Prerequisite pass: Natural Sciences (Ed) [IP] 277

Home department: CURRICULUM STUDIES

477(15) Natural Sciences (Ed) (4L)

This module places emphasis on various topics and focus areas: Life and Living, Earth and Beyond, Matter and Material, and Energy and Change, as taught at school. The module is intended for fourth-year Natural Sciences education students who opted for this module as an elective, to deepen their background in the Natural Sciences and to offer Natural Sciences as a specialisation subject.

Prerequisite pass: Natural Sciences (Ed) [IP] 377

Home department: CURRICULUM STUDIES

13564 Numbers, Operations, Relations [ADE]

171 (22) Numbers, Operations, Relations [ADE (IP Mathematics Teaching)]

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

- Whole numbers
- Common Fractions
- Decimal fractions
- Incorporating ICT where applicable

Home department: SUNCEP

172 (22) Numbers, Operations, Relations [ADE (SP Mathematics Teaching)]

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

- Whole numbers
- Exponents
- Integers
- Common Fractions
- Decimals
- Simple and Compound interest

Home department: SUNCEP

14916   Pathways to Psychological Wellbeing [MEd (Educational Psychology)]

814 (30) Pathways to Psychological Wellbeing

- Psychotherapy
- Community Psychology
- Career Counselling

Home department: EDUCATIONAL PSYCHOLOGY

13558   Patterns, Functions, Algebra [ADE]

172 (14) Patterns, Functions, Algebra [ADE (IP Mathematics Teaching)]

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

- Geometric patterns
- Numeric patterns
- Number sentences (introduction of algebraic expressions)
- Incorporating ICT where applicable

Home department: SUNCEP

173 (14) Patterns, Functions, Algebra [ADE (SP Mathematics Teaching)]

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

- Numeric and Geometric patterns
- Functions and relations
- Algebraic expressions
- Algebraic equations
- Graphs
- Incorporating ICT where applicable

Home department: SUNCEP

174 (22) Patterns, Functions, Algebra [ADE (FET Mathematics Teaching)]

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

- Number Patterns
- Sequences and Series
- Functions
- Algebra
- Incorporating ICT where applicable

Home department: SUNCEP

13556 Pedagogical Content Knowledge of Botany [ADE (FET Life Sciences Teaching)]

271 (15) Pedagogical Content Knowledge of Botany

Presentation methodologies and skills, possible subject misconceptions, scientific literacy, assessment strategies, inclusion and differentiation strategies while learning from practice.

Home department: SUNCEP

13446 Pedagogical Content Knowledge of Chemistry [ADE (FET Physical Science Teaching)]

271 (15) Pedagogical Content Knowledge of Chemistry

Presentation methodologies and skills, possible subject misconceptions, scientific literacy, assessment strategies, inclusion and differentiation strategies while learning from practice.

Home department: SUNCEP

13449 Pedagogical Content Knowledge of Natural Sciences I [ADE (Senior Phase Natural Sciences Teaching)]

271 (15) Pedagogical Content Knowledge of Natural Sciences I

Presentation methodologies and skills, possible subject misconceptions, scientific literacy, assessment strategies, inclusion and differentiation strategies while learning from practice.

Home department: SUNCEP

13450 Pedagogical Content Knowledge of Natural Sciences II [ADE (Senior Phase Natural Sciences Teaching)]

271 (15) Pedagogical Content Knowledge of Natural Sciences II

Presentation methodologies and skills, possible subject misconceptions, scientific literacy, assessment strategies, inclusion and differentiation strategies while learning from practice.

Home department: SUNCEP

13448 Pedagogical Content Knowledge of Physics [ADE (FET Physical Science Teaching)]

271 (15) Pedagogical Content Knowledge of Physics

Presentation methodologies and skills, possible subject misconceptions, scientific literacy, assessment strategies, inclusion and differentiation strategies while learning from practice.

Home department: SUNCEP

13557 Pedagogical Content Knowledge of Zoology [ADE (FET Life Sciences Teaching)]

271 (15) Pedagogical Content Knowledge of Zoology

Presentation methodologies and skills, possible subject misconceptions, scientific literacy, assessment strategies, inclusion and differentiation strategies while learning from practice.

Home department: SUNCEP

13489 Pedagogical Lexicography [BEdHons]

744 (15) Pedagogical Lexicography
- The User perspective in Lexicography with reference to Lexicography theory.
- Dictionary typology. Dictionary structures and dictionary functions.
- Dictionary Education in South Africa.

- Types of pedagogical dictionaries.

Home department: CURRICULUM STUDIES

61328 Perspectives in higher education [MEd (Higher Education)]

875 (10) Perspectives

Perspectives on higher education.

Home department: CURRICULUM STUDIES

14251 Perspectives on Higher Education [MPhil (Higher Education Studies) (first intake in 2021)

875 (20) Perspectives on Higher Education

This module initiates students into an advanced study of higher education as an interdisciplinary field of study. It requires students to engage with key concepts, challenges and debates in the field, both internationally and in South Africa.

Home department: CURRICULUM STUDIES

14284 Perspectives on Lifelong Learning [MPhil (Lifelong Learning)] (first intake in 2021)

875 (20) Perspectives on Lifelong Learning

This module initiates students into an advanced study of adult education within the field of lifelong learning as an interdisciplinary field of study. It requires students to engage with key concepts, challenges and debates in the field, both internationally and in South Africa.

Home department: CURRICULUM STUDIES

57142 Philosophy of Education [BEd]

477 and 479(10) Philosophy of Education [IP and FP] (2L)

The aim of the module is to develop a critical understanding of the nature and role of Philosophy of Education. It is further aimed at the development of a personal philosophy of education. Central to this is an analysis and critique of the concept of education vis-a-vis schooling. Students are introduced to research methods and methodologies (paradigms) in the field of study. This serves the purpose of making important connections between philosophical theories and the context of teaching and schooling, and the individual in relation to others and institutions in the larger society.

Home Department: EDUCATION POLICY STUDIES

21865 Philosophy of Education [PGCE]

771 (8) Philosophy of Education (2L)

This module makes students aware that practically everything done in education today reflects some philosophical point of view, but that point of view may not be readily apparent to the student, the parent, or even the educator/teacher. Educators need to see that philosophy of education can make a difference in their outlook or activities regarding education, and they should use philosophical ideas and thought patterns in ways that can to more consciously direct practices. As such this module is promoting a responsible examination of existing societal and educational conditions in light of philosophical analysis and criticality.

Home department: EDUCATION POLICY STUDIES

13754   Physical Education Teaching [PGCE]

771 (20) Physical Education Teaching (3L, 1P)

Optional (Learning Support)

This module will empower students to utilise the expected outcomes of this module to enhance their skills to prepare and teach Physical Education lessons appropriate for the developmental stage of the learners in this phase

Prerequisite pass: Passed a BA or BSc Sport Science degree

Home department: EXERCISE, SPORT AND LIFESTYLE MEDICINE (Faulty of Medicine and Health Sciences)

13755   Physical Sciences Teaching [PGCE]

771 (20) Physical Sciences Teaching (2L, 2P)

This module places emphasis on various topics and focus areas in Physical sciences: matter and materials, chemical systems, chemical change, mechanics, waves, sound and light and electricity and magnetism, which taught in the FET phase at school level. The module is intended for postgraduate physical sciences education students who opted for this module as an elective, but will also be useful to any student who wants to deepen their background in the physical sciences and offer it as a specialisation subject.

Prerequisite pass

- Chemistry and Physics at second-year level (or NQF level 6) (at least 64 (2 x 32) credits), or the equivalent

    or

- Chemistry at first-year level (or NQF level 6) (at least 24 credits) and Physics at third-year level (or NQF level 7) (at least 48 credits), or the equivalent.

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

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

    or

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

For the Advanced Study option in Physical Sciences Teaching:

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

Home department: CURRICULUM STUDIES

13453   Physics [ADE (SP Natural Sciences Teaching)]

171 (15) Physics – Energy and Change

Sources and Types of Energy, Heat Transfer and Insulation, Visible Light, Static and Current Electricity, Energy and the National Grid

Home department: SUNCEP

61859   Physics and Chemistry Education (School Subject)

872 (40) Physics and Chemistry Specialisation [MEd (Curriculum Studies)]

Physics and Chemistry Education.

Home department: CURRICULUM STUDIES

13608   Physics Teaching: Energy, Waves and Matter [ADE (FET Physical Science Teaching)]

171 (10) Physics Teaching: Magnetism and Electricity (22L, 10P)

- Work, energy & power
- Transverse waves, incl. EM radiation
- Longitudinal waves, incl. sound waves
- Geometrical optics

- Doppler Effect
- Particle nature of EM radiation
- Photo-electric effect
- Spectra

Home department: SUNCEP

13611 Physics Teaching: Magnetism and Electricity [ADE (FET Physical Science Teaching)]

271 (10) Physics Teaching: Energy, Waves and Matter (22L, 10P)

- Magnetism & basic electrostatics
- Coulomb's Law
- Electromagnetism & Faraday's Law
- Electric circuits
- Electric generators
- Electric motors
- Alternating current

Home department: SUNCEP

13612 Physics Teaching: Mechanics [ADE (FET Physical Science Teaching)]

171 (10) Physics Teaching: Mechanics (22L, 10P)

- Vectors & scalars
- Motion in one dimension
- Forces
- Newton's Laws of Motion
- Momentum & impulse
- Vertical-projectile motion

Home department: SUNCEP

14298 Portfolio and Workplace Project [(ADE (SLM)]

171 (18) Portfolio and Workplace Project

This module provides a record of evidence of growing applied competence across the programme in an integrated way: it is the glue that binds the whole together. In the course of their engagement with this introductory and overarching module, student-principals will develop a portfolio of evidence that will run throughout and across the programme and provide a tool for their professional refection and development throughout their subsequent careers. The portfolio will begin by asking them to reflect on the meaning for them of being a leader of a South African school. Central to the portfolio will be a workplace project that will provide evidence, in an integrated way, of candidates' ability to undertake evidence-based inquiry, making appropriate use of data and ICT, make evidence-based decisions, implement changed practices as a result of these decisions, evaluate the impact thereof and make changes or amendments as indicated by the findings through an action-research cycle. This module therefore requires the development of appropriate high-level academic literacy skills. The portfolio and project will provide evidence of commitment and ability to shape the direction and development of the school.

Home department: EDUCATION POLICY STUDIES and SUNCEP

12902 Postgraduate supervision [PGDip (Higher Education) (Teaching and Learning)]

791 (30) Postgraduate Supervision in Higher Education Contexts

The focus of this module is on applied supervisory skills and practices orientated towards improving the supervisory capacity of academic staff. Investigating own practices critically and writing about them might also lead to the publication of innovative studies. In this module students will consider some important issues with regard to postgraduate supervision as a specialised area of teaching in higher education institutions.

Elective module

Home department: CURRICULUM STUDIES

11512   Practical Learning [BEd] (new programmes) and [PGCE]

177 (30) Practical Learning [IP] (4L)

Students who select Bachelor of Education in Intermediate Phase teaching as an option will focus on lesson design, lesson implementation, lesson observation and lesson evaluation in Grades 4 to 7 based on a thorough understanding of practice-based knowledge.

Home department: CURRICULUM STUDIES

179 (30) Practical Learning [FP] (4L)

Students who select Bachelor of Education in Foundation Phase teaching as an option will focus on lesson design, lesson implementation, lesson observation and lesson evaluation in Grades R to 3 based on a thorough understanding of practice-based knowledge.

Home department: CURRICULUM STUDIES

277 (30) Practical Learning [IP] (2L, 4P)

Lesson design, lesson implementation, lesson observation and lesson evaluation in Grades 4 to 7, based on a thorough understanding of practice-based knowledge.

Prerequisite pass:

Passing the previous year's teaching modules is prerequisite for Practical Learning 277, i.e. Mathematics (Ed) 177, two languages (selected from Afrikaans, English and IsiXhosa) on first-year level and two additional teaching subjects on first-year level.

Home department: CURRICULUM STUDIES

279 (30) Practical Learning [FP] (2L, 4P)

Lesson design, lesson implementation, lesson observation and lesson evaluation in Grades R to 3, based on a thorough understanding of practice-based knowledge.

Prerequisite pass:

Passing the previous year's teaching modules is prerequisite for Practical Learning 279, i.e. Mathematics (Ed) 179, two languages (selected from Afrikaans, English and IsiXhosa) on first-year level and Life Skills 179.

Corequisite: Grade R Theory and Practice 279

Home department: CURRICULUM STUDIES

377 (30) Practical Learning [IP] (2L, 4P)

Lesson design, lesson implementation, lesson observation and lesson evaluation in Grades 4 to 7, based on a thorough understanding of practice-based knowledge.

Prerequisite pass:

Passing the previous year's teaching modules is prerequisite for Practical Learning 377, i.e. two languages (selected from Afrikaans, English and IsiXhosa) on second-year level and two additional teaching subjects on second-year level.

Home department: CURRICULUM STUDIES

379 (30) Practical Learning [FP] (2L, 4P)

Lesson design, lesson implementation, lesson observation and lesson evaluation in Grades R to 3, based on a thorough understanding of practice-based knowledge.

Prerequisite pass:

Passing the previous year's teaching modules is prerequisite for Practical Learning 379, i.e. Mathematics (Ed) 279, two languages (selected from Afrikaans, English and IsiXhosa) on second-year level and Life Skills: Music 279 and Life Skills: Visual Art 279.

Home department: CURRICULUM STUDIES

477 (30) Practical Learning [IP] (4L)

Lesson design, lesson implementation, lesson observation and lesson evaluation in Grades 4 to 7, based on a thorough understanding of practice-based knowledge.

Prerequisite pass:

Passing the previous year's teaching modules is prerequisite for Practical Learning 477, i.e. two languages

(selected from Afrikaans, English and IsiXhosa) on third-year level and two additional teaching subjects on third-year level.

Home department: CURRICULUM STUDIES

479 (30) Practical Learning [FP] (4L)

Lesson design, lesson implementation, lesson observation and lesson evaluation in Grades R to 3, based on a thorough understanding of practice-based knowledge.

Prerequisite pass:

Passing the previous year's teaching modules is prerequisite for Practical Learning 479, i.e. Mathematics (Ed) 379, two languages (selected from Afrikaans, English and IsiXhosa) on third-year level and Life Skills: Dance and Drama 379.

Home department: CURRICULUM STUDIES

771 (32) Practical Learning [PGCE] (2L, 4P)

An overview of practice-based knowledge as a process of enablement for professional teacher training in the Gr. 10- 12 school environment.

- Institute practicum (Lesson analysis)
- A micro teaching programme that includes the following: lesson design, lesson implementation, lesson evaluation and lesson observation.
- School visit
- Lesson planning and lesson presentation.
- The child's current experiential world at school (Gr. 10- 12).
- Observation of and participation in teaching activities, school activities and general classroom and school administration.
- Participation in the extracurricular activities of the school.

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

14917 Professional Practice Prescribed by the Health Professions Council of SA [MEd (Educational Psychology)]

871 (33) Professional practice

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
- Case management
- Personal and professional development

Home department: EDUCATIONAL PSYCHOLOGY

13756   Religion(s) Studies Teaching [PGCE]

771 (20) Religion(s) Studies Teaching (3L, 1P)

Knowledge of the concepts, principles and theories underlying the National Policy and Curriculum of Religious Studies

Prerequisite pass

- Religion Studies at second-year level (at least 32 credits) or equivalent study at second-year level (not less than 32 credits) and one of the following religions: Judaism, Christianity, Islam, Hinduism, Buddhism and African Religion.
- Students with a theology degree with a module on different religions will also be considered for admission.

Home department: CURRICULUM STUDIES

12897   Research for Enhancing Teaching and Learning [PGDip (Higher Education) (Teaching and Learning)]

791 (30) Research for Enhancing Teaching and Learning in Higher Education

The focus is on applied research which is orientated towards change, and which might lead to the publication of innovative studies. In this module students will consider some important issues with regard to research in relation to teaching and learning.

Core module

Home department: CURRICULUM STUDIES

14253   Research in Higher Education [MPhil (Higher Education Studies)]

875 (20) Research in Higher Education

The module provides a broad overview of research traditions, research methodologies and methods, as well as academic writing skills. The module capacitates students to develop a feasible and defendable research proposal.

Home department: CURRICULUM STUDIES

14286   Research in Lifelong Learning [MPhil (Lifelong Learning)]

875 (20) Research in Lifelong Learning

The module provides a broad overview of research traditions, research methodologies and methods, as well as academic writing skills. The module capacitates students to develop a feasible and defendable research proposal.

Home department: CURRICULUM STUDIES

13545   Research Methodology (Foundation Phase) [BEdHons]

711 (5) Research Methodology

A theoretical and methodological underpinning for research in the fields of Mathematics or Literacy Education and Leadership: subject specific research methods, research design, data analysis and ethical considerations.

Home department: CURRICULUM STUDIES

51764   Research Methodology [MEd (Psych)]

876 (20) Research Methodology

Research methodology.

Home department: EDUCATIONAL PSYCHOLOGY

14913 Research Methodology [MEd (Educational Psychology)]

814 (15) Research Methodology

Research methodology.

Home department: EDUCATIONAL PSYCHOLOGY

14075 Research Project (Curriculum Inquiry) [BEdHons]

771 (35) Research Project (Curriculum Inquiry)

Students identify a curriculum-related problem and, with guidance, conceptualise and complete a feasible research project on it.

Department: CURRICULUM STUDIES

13467 Research Project (Educational Development and Democracy) [BEd Hons]

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

- This research project reflects a case study of the doing of interpretation, in all its multiplicity. The students provide not just cases on research inquiry, but reflections also on the ways in which interpretation played a role in that inquiry. Through this module we provide the student with a broad range of research topics, methods, and theoretical approaches, across the qualitative/quantitative spectrum.
- This module is informed by sociological, historical and philosophical analyses and the literature on interpretation and its role in social inquiry, but not primarily concerned with elaborating those arguments for their own sake. Rather, the emphasis on case studies and situated reflections is intended to provide more of a "bottom-up", rather than just a "top-down" investigation.
- This module is not a "how to" study, however, at least not in the sense of providing a prescription or recipe for how to do interpretation "right". Clearly, that would be impossible across the spectrum of fields and approaches encompassed here. By focusing on the idea of interpretation across diverse approaches, we hope to open up a space for students to do rigorous interpretive work.

Home Department: EDUCATION POLICY STUDIES

13465 Research Project (Educational Support) [BEdHons]

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) [BEdHons]

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.

Department: CURRICULUM STUDIES

13485 Research Project (Language Education) [BEdHons]

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

14914   Research Thesis

871 (60) Research Thesis [MEd (Educational Psychology)]

Thesis component.

Home department: EDUCATIONAL PSYCHOLOGY

14254   Research Thesis (HE) [MPhil (Higher Education Studies)]

874 (120) Research Thesis

Under supervision, students identify a research problem, conceptualise, investigate and report on it in a research thesis.

Home department: CURRICULUM STUDIES

14287   Research Thesis: Lifelong Learning [MPhil (Lifelong Learning)]

874 (120) Research Thesis

Students identify a research problem, conceptualise, investigate and report on it under supervision.

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.

Home department: CURRICULUM STUDIES

59188   Social Sciences (Ed) [BEd] [IP]

177 (15) Social Sciences (Ed) (2L, 1T)

History:

The nature of history; South African Heritage: case study; Ancient Cultures of Africa; Development over time.

Geography:

Introduction to Geography; Weather and Climate; Climate, soils and vegetation; Landforms with a focus on physical features of South Africa; Cartography: skills and techniques; Earth's resources (e.g. energy) and environmental protection.

History or Geography passed at Grade 12 (or equivalent) level.

Home department: CURRICULUM STUDIES

277 (15) Social Sciences (Ed) (2L, 1T, 1P)

Geography:

Africa: the physical environment; Human-environmental impacts: Forest degradation and desertification; The

geography of an African country (self-study); Population and migration; Settlement; Farming and food supply.

History:

Western Civilisation and Africa: contact, conflict and cooperation; Democracy in South Africa; Biography.

Prerequisite pass: Social Sciences (Ed) [IP] 177

Home department: CURRICULUM STUDIES

377 (15) Social Sciences (Ed) (2L, 1T, 1P)

History:

Academic history versus school history; Learners' historical thinking patterns; Analysis and interpretation of historical evidence; The use of empathy in historical understanding; The dynamic nature of historical interpretation understanding.

Geography:

How young children making sense of the world; Understanding and developing primary geography; Enquiries and investigations; Map work skills; Using photographs, sketches and diagrams; Fieldwork and outdoor learning; Geography and language development; Geography and ICT.

Prerequisite pass: Social Sciences (Ed) [IP] 277

Home Department: CURRICULUM STUDIES

477 (15) Social Sciences (Ed) (2L, 1T, 1P)

Geography:

Using the school locality; Contrasting localities; The wider world; The global dimension; Themes and topics in the Intermediate Phase curriculum; Planning the curriculum; Assessment for learning; Inclusion and special needs.

History:

Language in History teaching; Influences on historical understanding; Importance of historical context; Assessment of historical knowledge.

Prerequisite pass: Social Sciences 377

Home department: CURRICULUM STUDIES

13998 Sociology of Education [BEd]

377 (10) Sociology of Education [IP] (2L)

This module explores educational processes and practices in their specific social contexts. Social theories of education are applied to an understanding of school and classroom educational practices. The module gives attention to social inclusion and diversity in education. It aims to develop students' reflective and pedagogical capacities to establish inclusive and socially just classroom practices

Home Department: EDUCATION POLICY STUDIES

379 (10) Sociology of Education [FP] (2L)

This module explores educational processes and practices in their specific social contexts. Social theories of education are applied to an understanding of school and classroom educational practices. The module gives attention to social inclusion and diversity in education. It aims to develop students' reflective and pedagogical capacities to establish inclusive and socially just classroom practices.

Home Department: EDUCATION POLICY STUDIES

13987 South African Sign Language: Language and Literacy Education [BEd] [FP]

284 (15) South African Sign Language: Language and Literacy Education (2L, 1T)

This module, which is presented in South African Sign Language, exposes students to relevant content and pedagogical knowledge to ensure effective language and literacy instruction in the foundation phase (Grades R to 3) for the context of South African Sign Language.

Flexible Assessment

Prerequisite: Elective based on language proficiency

Prerequisite: SASL Acquisition 178 for students who are not SASL first-language users

Home department: CURRICULUM STUDIES

384 (15) South African Sign Language: Language and Literacy Education (2L, 1T)

This module, which is presented in South African Sign Language, exposes students to relevant content and pedagogical knowledge to ensure effective language and literacy instruction in the foundation phase (Grades R to 3) for the context of South African Sign Language.

Flexible Assessment

Prerequisite: South African Sign Language: Language and Literacy Education 284

Home department: CURRICULUM STUDIES

484 (15) South African Sign Language: Language and Literacy Education (2L, 1T)

This module, which is presented in South African Sign Language, exposes students to relevant content and pedagogical knowledge to ensure effective language and literacy instruction in the foundation phase (Grades R to 3) for the context of South African Sign Language.

Flexible assessment

Prerequisite: South African Sign Language: Language and Literacy Education 384

Home department: CURRICULUM STUDIES

13565 Space and Shape [ADE]

271 (20) Space and Shape (IP Mathematics Teaching)

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

- Properties of 2-D shapes and 3-D objects
- Angles
- Symmetry
- Transformations
- Viewing of objects
- Position and movement
- Incorporating ICT where applicable

Home department: SUNCEP

272 (20) 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

61980 Support in School and Community Contexts [MEd (Educational Support)]

872 (30) Development Programmes

- The learner in context
- Support for schools and teachers
- Support and education development programmes in the community
- Adult Basic Education (ABE)

Home department: EDUCATIONAL PSYCHOLOGY

13732 Sustainable Living [PGCE]

771 (6) Sustainable Living (1L)

- Human interactions with the environment and the impact of these interactions on the environment.

- The development of meaningful learning programmes to enable learners within the context of a diverse society to make responsible decisions with regard to human activities and sustainable life styles.

Home department: CURRICULUM STUDIES

45616 Teaching and Learning

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

The focus of this module is the theory and reflective practice of teaching in higher education:

- The higher education context: diversity and transformation
- Student learning
- Planning for learning
- Classroom management and innovation
- Implementing innovative learning-centred teaching
- Reflective higher education practice.

Core module

Home department: CURRICULUM STUDIES

13487 Teaching Creative Writing [BEdHons]

744 (15) Teaching Creative Writing

Elective module. This module explores creative writing teaching in depth through experiential, innovative teaching practices. Theories of creativity and writing from diverse fields are studied and related to the demands of the current school system. Students are expected to participate in class and online in a number of discussions and assignments and to produce a journal and writing portfolio by the end of the module.

Home department: CURRICULUM STUDIES

14876 Technical Mathematics Teaching Geometry, Mensuration and Angular Movement [ADE (FET Mathematics Education)]

271 (28) Technical Mathematics Teaching Geometry, Mensuration and Angular Movement

Elective module. This module focusses on not only equipping the student with the basic knowledge of geometry, mensuration and angular movement, and the skills to apply this knowledge, but also to under-stand and implement pedagogical strategies to teach this knowledge and skills in the FET phase. In addition, the students will develop critical thinking and problem-solving skills through the course material and activities that they will use to investigate and solve problems of geometry, mensuration and angular motion.

Home department: SUNCEP

14875 Technical Mathematics Teaching Number Systems and Differential Calculus [ADE (FET Mathematics Education)]

271 (8) Technical Mathematics Teaching Number Systems and Differential Calculus

Elective module. This module focusses on not only equipping the student with the basic knowledge of complex numbers, differential calculus, the basic rules of integration and the skills to apply this knowledge, but also to understand and implement pedagogical strategies to teach this knowledge and skills in the FET phase. The acquired knowledge and skills will be used to strengthen the student's understanding of definite and indefinite integral concepts, the application of the standard forms of integrals as a converse of differentiation, and the integration of polynomials.

Home department: SUNCEP

14878 Technical Mathematics Trigonometry [ADE (FET Mathematics Education)]

271 (14) Technical Mathematics Trigonometry

Elective module. This module focusses on not only equipping the student with the basic knowledge of trigonometry and the skills to apply this knowledge, but also to understand and implement pedagogical strategies to teach this knowledge and skills in the FET phase. Furthermore, the module aims to train students to use trigonometric identities to simplify expressions and prove other identities. This will be done by constructing and interpreting geometric and trigonometric models.

Home department: SUNCEP

14873 Technical Physics Teaching Heat and Thermodynamics [ADE (FET Physical Sciences Education)]

271 (9) Technical Physics Teaching Heat and Thermodynamics

Elective module. The module focusses on not only equipping the student with the basic knowledge of heat transfer and the skills to apply this knowledge, but also to understand and implement pedagogical strategies to teach this knowledge and skills in the FET phase. Heat transfer describes the physical mechanism to understand the transport of energy, while thermodynamics deals with the relationship between heat, work, temperature, and energy. The purpose of this module is to integrate practical work with theory in order to strengthen the concepts being taught.

Home department: SUNCEP

14872 Technical Physics Teaching Magnetism and Electricity [ADE (FET Physical Sciences Education)]

171 (8) Technical Physics Teaching Magnetism and Electricity

Elective module. This module focusses on not only equipping the student with the basic knowledge of electricity and electromagnetism and the skills to apply this knowledge, but also to understand and implement pedagogical strategies to teach this knowledge and skills in the FET phase. Electricity is the set of physical phenomena associated with the presence and motion of matter that has a property of electric charge. Electricity is related to magnetism – both being part of the phenomenon of electromagnetism. Magnetism is a physical phenomenon produced by the motion of electric charge, which results in attractive and repulsive forces between objects.

Home department: SUNCEP

14871 Technical Physics Teaching Mechanics [ADE (FET Physical Sciences Education)]

171(9) Technical Physics Teaching Mechanics

Elective module. This module focusses on not only equipping the student with the basic knowledge of mechanics and the skills to apply this knowledge, but also to understand and implement pedagogical strategies to teach this knowledge and skills in the FET phase. Mechanics is an area in physics and mathematics that deals with relationships between forces, matter and motion of physical objects. The focus of this module will be to integrate practical work with theory in order to strengthen the concepts being taught.

Home department: SUNCEP

14874 Technical Physics Teaching Waves and Electronic Properties of Matter [ADE (FET Physical Sciences Education)]

271 (9) Technical Physics Teaching Waves and Electronic Properties of Matter

Elective module. This module focusses on not only equipping the student with the basic knowledge of waves and electronic properties of matter and the skills to apply this knowledge, but also to understand and implement pedagogical strategies to teach this knowledge and skills in the FET phase. Waves involve the transport of energy without the transport of matter. A wave can be described as a disturbance that travels through a medium, transporting energy from one location (its source) to another location without transporting matter. The electronic properties of matter are a set of parameters and representations that fully describe the state and behaviour of electrons in the material. The focus of this module will be to integrate

practical work with theory in order to strengthen the concepts being taught.

Home department: SUNCEP

14965 Theories in Mathematics Ed [PGDip (Mathematics Education)]

771 (15) Theories in Mathematics Ed

This module aims to immerse the student in both the theoretical and practical aspects of learning and instructional theories in mathematics education.

Core module.

Home department: SUNCEP

14960 Theories in Science Ed [PGDip (Science Education)]

771 (15) Theories in Science Ed

The module focusses on the main theories in science education, including understanding the nature of science, conceptual change, inquiry-based instruction, and topic-specific pedagogical content knowledge. The different theories will be presented to the students in a controlled, but hands-on manner, applying the existing body of knowledge about science education theories.

Core module.

Home department: SUNCEP

13561 Trigonometry [ADE (FET Mathematics Education)]

271 (14) Trigonometry

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

- Basic relations
- Identities
- Equations
- Functions
- Formulae
- Rules for solving 2D and 3D problems
- Incorporating ICT where applicable

Home department: SUNCEP

13758 Visual Art Teaching [PGCE]

771 (20) Visual Art Teaching (2L, 2P)

Effective teaching approaches and methods in the teaching of visual art as a high school subject. This module is an elective to students who wish to offer Visual Art as a specialisation subject on the high school level.

Prerequisite: A three-year degree in Arts.

Home department: CURRICULUM STUDIES

12903 Work and Learning [PGDip (Higher Education) (Teaching and Learning)]

791 (30) Work and Learning

The module addresses:

- Issues of learning as students cross boundaries between the university and the workplace in predominantly professional education fields
- Issues of learning in the university for students at work (adult education and boundary-crossing issues).

Elective module

Home department: CURRICULUM STUDIES

13437 Work Integrated Learning [ADE (Teaching)]

171 (6) Work Integrated Learning 1

Work integrated learning including, mentoring via cluster discussions, classroom support/visits, Moodle and web2.0 tools.

Home department: SUNCEP

272 (6) Work Integrated Learning 2

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

Work integrated learning including, mentoring via cluster discussions, classroom support/visits, Moodle and web2.0 tools.

Home department: SUNCEP

14296 Working with and for the Wider Community [(ADE (SLM)]

172 (9) Working with and for the Wider Community

This module proceeds from the understanding that schools exist in particular social and economic communities that have an influence on and may be influenced by the school, and by the school's leadership and management staff and structures. The wider community that the school serves can provide a source of support and resources for the school. In turn, the school itself can play an important role in the well-being and development of the community.

Home department: EDUCATION POLICY STUDIES and SUNCEP

14297 Working within and for the School System [(ADE (SLM)]

172 (18) Working within and for the School System

This module helps student-principals locate the school and its practices in the wider context of the education system. It addresses issues related to law, policy, governance, school planning and school development. It should be noted that contributing to the system sometimes means being constructively critical of it, but sometimes it also means being self-critical about one's own capacity or competency to contribute appropriately. Outcome 1, therefore, focuses on gaining a deep understanding of the policy context. Outcome 2 then focuses on the principal's agency in providing leadership and management regarding the legislative mandates, the ability to self-evaluate, and to enhance one's own capacity to lead and manage effectively. Outcomes 3 to 5 focus on the principal as the driver or facilitator of planning, implementing and reviewing processes involving all key role-players and the ability to facilitate or lead a collective change process effectively.

Home department: EDUCATION POLICY STUDIES and SUNCEP

13605 Zoology Teaching A [ADE (FET Life Sciences Teaching)]

171 (15) Zoology Teaching A (32L, 15P)
- Meiosis, protein synthesis
- Genetics
- DNA profiling
- History of life on earth
- Human evolution
- Biodiversity in animals
- ICT integration

Home department: SUNCEP

13606 Zoology Teaching B [ADE (FET Life Sciences Teaching)]

271 (15) Zoology Teaching B (32L, 15P)
- Animal tissues
- Human organ systems
- Human interaction in the environment
- Social organisation and succession

Home department: SUNCEP

Research and service bodies

1. Centre for Higher and Adult Education

Background

The Centre for Higher and Adult Education in the Department of Curriculum Studies has been in existence since April 1997 and functions as an independent centre. It provides professional research, development, training and consultation services to institutions and organisations in the field of higher and adult education.

Objectives

The objectives of the Centre are:

- research and publication in the field of higher and adult education;
- continuing personal growth and development;
- building a collection of resources (books, magazines, videos and training material) in the field of higher and adult education;
- the design and implementation of scientific investigations, surveys and needs assessments;
- the design, testing, assessment and presentation of training materials and training programmes;
- contract research and developmental work for specific organisations;
- building a network of contracted specialists/co-workers as supervisors, mentors, trainers or researchers.

Service provision

The services offered by the Centre are characterised by the quality of their design, planning, preparation, presentation and follow-up work. The Centre thus contributes to continuing professional growth and development, lifelong learning of individuals, and the creation of learning organisations.

The Centre also offers two postgraduate programmes, the MPhil Higher Education and the MPhil Education and Training for Lifelong Learning. A dual mode of presentation is used: contact tuition and structured self-study.

Contact details

The Director: Prof PN Rule
Centre for Higher and Adult Education
Department of Curriculum Studies
Faculty of Education
Stellenbosch University
Private Bag X1
MATIELAND 7602

Tel.: 021 8082297/2277 Fax: 021 808 2270 Email: prule2015@sun.ac.za

2. 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 Email: pracunit_edpsych@sun.ac.za

3. Stellenbosch University Centre for Pedagogy (SUNCEP)

Background

In January 2013, the Institute for Mathematics and Science Teaching (IMSTUS) and the Centre for Education Leadership and Management (CELEMUS) at Stellenbosch University merged to form a new centre.

The rich experience acquired over the years by the staff members of these two institutions places the newly established Centre in a position where existing programmes can be continued and new programmes can be launched with confidence. In this way the proud history of these two institutions can reach even greater heights.

Objectives

The aim in both the teachers' professional learning and in school interventions is to develop and enhance the capacities of teachers and learners. To do this the Centre collaborates with several education districts and provincial Departments of Education in South Africa.

Service provision

The value that the university preparation component adds to the lives of young people is already well known to officials at the education departments, as well as to teachers and parents and to those learners who aspire to study at Stellenbosch University. Two projects are currently being offered:

- The Hope@Maties Programme, which prepares current matriculants and
- SciMathUS, a bridging programme in which learners are supported to improve their matric results in core subjects, and in so doing to improve their chances of university admission.

Both these projects contribute to achieving Stellenbosch University's strategic diversity goals.

The Centre's well-established research component supports and documents the new insights and knowledge generated by the Centre's involvement in education, and an effective administrative support team backs up SUNCEP's activities.

Contact details

The Director of SUNCEP: Mrs N Siyengo
Faculty of Education
GG Cillié Building
Stellenbosch University
Private X1
MATIELAND
7602
Tel.: 021 808 356 Email: noksiy@sun.ac.za

Alphabetical list of undergraduate and postgraduate subjects and modules