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Faculty of **Education**

Dean:
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BA, HDE (Cape Town), Drs Onderwijskunde (Leiden),
MEd, DEd (UWC)

CALENDAR **2013**
PART **6**

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In the event of any dispute, the Afrikaans version of this part of the Calendar will be deemed to be the official version

General Information

STANDING INVITATION TO PAST STUDENTS

The Registrar cordially invites all past students of Stellenbosch University to notify him in writing or by e-mail (info@sun.ac.za) of any change of address.

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

SUMMARY: LANGUAGE POLICY AND PLAN

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

A. Language Policy

1. The University is committed to the use and sustained development of Afrikaans as an academic language in a multilingual context. Language is used at the University in a manner that is directed towards its engagement with knowledge in a diverse society.

2. The University acknowledges the special status of Afrikaans as an academic language and accepts the responsibility to promote it. At the same time, it takes account of the status of English as an international language of communication and of isiXhosa as an emerging academic language.

3. The University distinguishes between the use of the three languages in the following manner:

   • Afrikaans is by default the language of learning and teaching at undergraduate level, while English is used to a greater extent at postgraduate level;

   • isiXhosa is promoted as an emerging academic language. The University creates opportunities for students and staff to acquire communication skills in isiXhosa.

4. The institutional language of the University is, by default, Afrikaans, while English is also used, depending on the circumstances, as an internal language of communication. All three languages are used, where possible, for external communication.

B. Language Plan

1. The Language Plan distinguishes between the implementation of the policy in learning and teaching situations and in the support services and management.

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

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

3. Three general guidelines apply with regard to the language of learning and teaching in class:

  • Modules in which a language is taught are conducted mainly in the language in question (e.g. isiXhosa is taught mainly in isiXhosa, German in German) and tasks, tests and examinations are set and answered accordingly.
  • Questions papers in all other modules are set in Afrikaans and English and students may answer in Afrikaans or English.
  • Except in cases where the aim of the module is language acquisition or the study of the language, students may ask questions and expect answers in Afrikaans or English.

4. Departments choose and implement the various language specifications as follows (the above three points apply generally for all options):

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

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

T Specification (bilingual classes)*
Rationale
Is used for classes where

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

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

E Specification (English as the main medium of instruction)
Rationale
Is used only in highly exceptional circumstances for

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

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

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

Rationale

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

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

Characteristics

- The characteristics of the A and E options apply respectively here.
- *For both of these options an academic language competence in Afrikaans and English is essential for successful study.

5. Afrikaans is the default language of communication for support services and management. All official documents of the University are available in Afrikaans. 'Default' does not mean 'exclusively', however: important policy documents are available in English and communication with staff is also conducted in English. Guidelines are provided for the language to be used at meetings. Documents relating to the service conditions for staff are available in Afrikaans, English and isiXhosa.

6. Written communication with students is conducted in Afrikaans and English, and recruitment is conducted, where possible, also in isiXhosa. Oral communication is conducted in Afrikaans or English, according to the language of preference of the student.

7. The corporate image of the University reflects the Language Policy and Plan.

8. A Language Committee is appointed by the Council to implement the Language Policy and Plan.

9. The Language Centre assumes the responsibility for the provision and/or the co-ordination of the relevant language support required for the effective implementation of the Language Policy and Plan.

CODE OF CONDUCT FOR LANGUAGE IN THE CLASSROOM

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

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

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

As a general rule, students taking an A module or a T module require an academic language proficiency in both Afrikaans and English for effective study at the undergraduate level. A higher level of academic language proficiency is required for postgraduate study. Lecturers, especially with regard to their obligations to set and assess assignments, tests and question papers in English and Afrikaans, will be expected within a reasonable time from their

appointment to develop sufficient receptive skills (listening and reading) in Afrikaans and English to be able to follow discussions in class, to set assignments and question papers in both languages and to be able to understand students' answers in both languages. They should also be capable of judging the equivalence of translations and of fairly assessing answers in Afrikaans and English.

Lecturers' Responsibilities

Lecturers bear the responsibility of:

1. implementing the language specifications of the module being taught in accordance with the requirements of the Language Plan (see especially paragraph 3 of the Language Plan).

2. revising and adjusting the language specifications where necessary and according to the circumstances (new text books, other lecturers).

3. informing students briefly at the beginning of the teaching of the module, orally and in the module framework, of the choices and alternative for which the language specifications make provision.

4. ensuring that questions in assignments, tests and examinations have exactly the same content in English and Afrikaans.

5. developing sufficient language proficiency to be able to mark assignments, tests and examinations in Afrikaans and English, or making other satisfactory arrangements that it takes place.

6. ensuring that, in accordance with the guidelines for the T option (see 3.3.1.2 of the Language Plan), students' language proficiency is sufficiently developed, and the necessary measures are in place to ensure subject-specific language proficiency in Afrikaans and English.

7. striving at all times to act courteously and accommodatingly in situations involving language use (e.g. when questions are asked in English in a class where the language specification for the module is A).

Lecturers' Expectations

Lecturers can expect students to:

1. take note of the characteristics of the language specification applicable to the specification laid down for the module. (See paragraph 3, Language Plan).

2. inform the lecturer of their needs with regard to academic language skills.

3. respect the spirit of the Language Policy and Plan, especially with regard to the development of skills in a language which is not their language of choice, by deliberately paying attention to it, taking part actively in class and working on their knowledge of subject terminology and subject discourse in both languages. This expectation applies especially to the T specification for modules.

Students' Responsibilities

Students bear the responsibility of:

1. ascertaining the language options for each module and noting especially the consequences, e.g. that translations will not be available in some instances.

2. being honest and open-hearted about their language skills and taking the responsibility for early and appropriate action if they should experience difficulties.

3. deliberately developing the receptive skills (listening and reading) in the language not of choice for learning and teaching by active participation in class.

4. buying and using the prescribed material (especially text books) to improve their language skills in the subject.

5. being courteous and accommodating, and acting accordingly, in situations where language use is at issue, e.g. with regard to the difficulties of the minority group in the class.

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

Students' Expectations

Students can expect that:

1. help with language skills development will be provided should their academic language proficiency in Afrikaans and/or English be inadequate.

2. they can ask questions and conduct discussions in Afrikaans or English (unless the other languages are required, as in language modules), taking into account their own and the lecturer's language proficiency.

3. Afrikaans and English versions of assignments and question papers will be available and will have the same content.

4. there will be a sensitivity for language difficulties, so that language errors made under examination conditions will be assessed with discretion.

NON-RACISM

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

Please Note:

1. In this publication any expression signifying one of the genders includes the other gender equally, unless inconsistent with the context.

2. Before making a final choice of modules (subjects), every student should closely consult the relevant timetables. Should it then become apparent that two modules fall in the same time slot on a particular timetable, the University will not allow registration as a student in both of them for the same year/semester since they will be an inadmissible combination.

3. The University reserves the right to amend the Calendar at any time. The Council and Senate of the University accept no liability for any inaccuracies there may be in the Calendar. Every reasonable care has been taken, however, to ensure that the relevant information to hand as at the time of going to press is given fully and accurately in the Calendar.

4. In the event of uncertainty or a dispute regarding information in Part 6 of the Calendar, the final interpretation will be based on the Afrikaans version.

5. Parts 1, 2 and 3 of the Calendar contain general information applicable to all students. Students are urged to note with special care the content of the Provisions relating to Examinations and Promotions in the "University Examinations" chapter of Part 1 of the Calendar.

CALENDAR CLASSIFICATION

The University Calendar is divided into the following parts:

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

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

COMMUNICATION WITH THE UNIVERSITY

Student number

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

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

Postal addresses at the Central Administration

Correspondence on academic matters – i.e. study-related matters, bursaries, loans, etc. – should be directed to
The Registrar
Stellenbosch University
Private Bag X1
MATIELAND
7602

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

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

Other official postal addresses
The Dean
Faculty of Education
Stellenbosch University
GG Cillié Building
Private Bag X1
Matieland
7602

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

Client Services Call Centre
Tel 021 808 9111   Fax 021 808 3822

Websites: http://www.sun.ac.za/ and http://www.sun.ac.za/education

USEFUL TELEPHONE AND FAX NUMBERS

	Telephone	Fax
SU Client Services Call Centre	021 808 9111	021 808 3822
Faculty of Education		
The Dean: Faculty of Education	021 808 2257	021 808 2269
Vice-Dean (Research)	021 808 2883	021 808 2020
Vice-Dean (Teaching)	021 808 2883	021 808 2020
Faculty Secretary	021 808 4831	021 808 3822
Department of Curriculum Studies	021 808 2300	021 808 2295
Department of Education Policy Studies	021 808 2419	021 808 2283
Department of Educational Psychology	021 808 2306	021 808 2021
Department of Sport Science	021 808 4915	021 808 4817
Major entities by campus		
Graduate School of Business (Bellville Park)	021 918 4111	021 918 4112
Medicine and Health Sciences, Faculty of (Tygerberg)	021 938 9111	021 931 7810
Telematic Services (Stellenbosch)	021 808 3563	021 808 3565
Library (JS Gericke) (Stellenbosch)	021 808 4385 021 808 4883	021 808 4336
Military Science, Faculty of (Saldanha)	022 702 3999	022 814 3824
School of Public Leadership (Bellville Park)	021 918 4122	021 918 4123

Other units		
Bursaries (Postgraduate candidates)	021 808 4208	021 808 2739
Bursaries and Loans (Undergraduate candidates)	021 808 9111	021 808 2954
Centre for Student Communities	021 808 2848	021 808 2847
Centre for Student Counselling and Development	021 808 3894	021 808 4706
Centre for Teaching and Learning (Extended Degree Programmes)	021 808 3717	021 808 4142
Communication and Liaison	021 808 4977	021 808 3800
Development and Alumni Relations	021 808 4020	021 808 3026
Examinations Section	021 808 9111	021 808 2884
Postgraduate and International Office (PGIO)	021 808 4628	021 808 3799
Research Development	021 808 4914	021 808 4537
Faculty Secretaries		
AgriSciences	021 808 4833	021 808 3822
Arts and Social Sciences	021 808 4840	021 808 3822
Economic and Management Sciences	021 808 4837	021 808 3822
Education	021 808 4831	021 808 3822
Engineering	021 808 4835	021 808 3822
Medicine and Health Sciences: Administration, Stellenbosch	021 808 4842	021 808 3822
Medicine and Health Sciences: Tygerberg Campus	021 938 9204	021 931 7810
Law	021 808 4850	021 808 3822
Military Science	021 808 4835	021 808 3822
Science	021 808 4832	021 808 3822
Theology	021 808 4850	021 808 3822

STANDING RULES FOR DEAN'S CONCESSION EXAMINATIONS (DCEs)

1. A final-year student who, when he has taken all the examinations and when all final marks are available, is one module with a credit value of no more than 36 credits in arrears for his degree may – subject to the provisions of paragraph 2 below – be admitted to a Dean's Concession Examination (DCE) as a concession made by the Dean, in consultation with the academic department(s) concerned.

2. Where a student qualifies for a DCE in an examination module subsequent to the first round of examination, such DCE must be taken during the second round of examination. The onus is on the student concerned to identify himself as a DCE candidate and to obtain the necessary confirmation. If the student again fails the module, no further DCE will be granted.

3. Where a student qualifies for a DCE subsequent to the second examination opportunity, the DCE must be taken at a scheduled time during the last week of February.

4. The students referred to in paragraph 3 above must be identified by the Faculty Secretary, who must send their names to the departments concerned via the Dean's office. The onus, however, will be on the students concerned to apply to the Faculty Secretary in good time about possible qualification for a DCE. Students who are granted a DCE must present themselves for the examination, which will be conducted departmentally.

5. DCEs in modules subject to continuous assessment must be taken at the same time as referred to in paragraph 3 above, subject to the procedures laid down in paragraph 4 above.

6. Students who have been granted a DCE must ascertain when and where the DCE in question is to be written and present themselves at such time and place.

7. DCEs are granted only with the approval of the Dean. Under no circumstances may any department grant a DCE without the Dean's approval. No lecturer may give an undertaking to a student in this matter.

The Faculty of Education

INTRODUCTION

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

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

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

Accreditation of programmes

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

Changes in the education milieu

Vision

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

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

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

people who wish to improve their professional qualifications. We offer choices including an Advanced Certificate in Education (ACE), and postgraduate programmes such as BScHons (Biokinetics), BScHons (Sport Science) or MEd, MPhil, MSc (Sport Science), PhD in different fields, for instance Sport Psychology, and DEd.

The Faculty is keen to help meet current challenges in education effectively. For that reason it gives a high priority to research and development – both the basic and the practically orientated kind. The Faculty sees it as essential, too, to draw clear lines between matters such as the development of human resources and potential in schools and communities in terms of Educational Psychology; instructional leadership and education management; and the need for continuing education felt by teachers in the new South Africa. All in all, then, students of Education are assured of opportunities not only to contribute to the debate on issues of education in South Africa, but also to make inputs to research nationally and internationally in a range of other professional areas.

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

The Faculty of Education is an academic institution which

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

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

1. The maintenance of the highest academic and professional standards in the spheres of teaching, research and the delivery of relevant service through

- the prompt initiation and sustained undertaking of relevant research into present and future teaching, education and related needs;
- the expansion of undergraduate and postgraduate studies with a view to the advancement of teaching as a field of knowledge and of its professionalisation; and
- appropriate programmes for the continuing professional development of those in teaching, appropriate community service and appropriate academic support programmes, contributing thereby to the national initiative for the restructuring and development of teaching and training opportunities for the Southern African community as a whole.

2. The optimal accessibility of the Faculty's training and facilities to all who qualify.

3. The establishment and development of cooperation

- with professional and other organisations (nationally and internationally) with a view to ensuring suitable training and research and mutual meeting of needs;
- both within the University and with other tertiary training bodies and relevant organisations for the purpose, *inter alia*, of avoiding undesirable duplication of training, research and service delivery.

4. The fostering of conduct that accords with the ethics of teaching as a profession.

Structure of the Faculty

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

Department of Curriculum Studies
(Including the Research Unit for Mathematics Education (RUMEUS), the Centre for Higher and Adult Education, the Centre for Mathematics and Science Teaching (IMSTUS) and the Environment Education Programme (EEP))

Department of Education Policy Studies
(Division of Philosophy of Education and Division of Education Administration)

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

Department of Sport Science

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

Curriculum Studies	Educational Psychology	Education Policy Studies	Sport Science
UNDERGRADUATE			
BEd (Gen Ed)	BEd (Gen Ed)	BEd (Gen Ed)	BA/BSc/BEd (Gen Ed)
POSTGRADUATE AND ADVANCED			
PGCE, ACE	PGCE	PGCE, ACE	PGCE
PGDip (HE) (T&L)			
BEdHons (Curriculum Studies and Language Education streams)	BEdHons (Education Management and Education Policy Studies streams)	BEdHons (Educational Support and Educational Psychology streams)	BScHons (Sport Science and Biokinetics streams)
MEd/MPhil	MEd/MPhil/ MEd (Psych)	MEd/MPhil	MSc (Sport Science)
DEd/PhD	DEd/PhD	DEd/PhD	PhD (Sport Science) or PhD (Sport Psychology)

DEGREE, DIPLOMA AND CERTIFICATE PROGRAMMES

[The level of each programme on the Higher Education Qualification Framework (HEQF) is shown in brackets.]

Degree Programmes
DEd (Level 10)
PhD (Level 10)
MEd (Level 9)
MEd (Psych) (Level 9)
MPhil (Level 9)
MSc (Sport Science) (Level 9)
BEdHons (Level 8)

BScHons (Biokinetics) or (Sport Science) (Level 8)
BEd (General Education) (Level 7)

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

ACE (Advanced Certificate in Education) (Level 6)

Diploma Programme
PGDip Postgraduate Diploma in Higher Education Teaching and Learning (Level 8)

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

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

UNDERGRADUATE ENROLMENT MANAGEMENT

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

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

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

SU is committed to the advancement of diversity.

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

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

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

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

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

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

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

Programmes Offered

UNDERGRADUATE PROGRAMMES

BACHELOR'S DEGREES

BEd (General Education)

Applications close on 30 June.

Aim

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

Admission

Admission to the BEd programme is subject to selection and only a limited number of positions are available. **Only academic merit is applicable in the selection process and meeting the minimum admission requirements does not guarantee selection.**

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

The minimum admission requirements are the following:

1. The National Senior Certificate (NSC)
2. A pass mark in four university admission subjects, each at least at level 4 (unless specified otherwise in paragraph d below)
3. The following specific language and mathematics requirements:
    3.1. **Afrikaans:** *If you attended school in Afrikaans, you must have obtained the following minimum result in TWO of the following language subjects*:
        • Level 5 for Afrikaans (Home Language or First Additional Language) and
        • Level 4 for English (Home Language or First Additional Language) or
        • Level 4 for Xhosa (Home Language or First Additional Language).
    3.2. **English:** *If you attended school in English, you must have obtained the following minimum result in TWO of the following language subjects:*
        • Level 5 for English (Home Language or First Additional Language) and
        • Level 4 for Afrikaans (Home Language or First Additional Language) or
        • Level 4 for Xhosa (Home Language or First Additional Language).
    3.3. **Mathematics:** Level 3 for Mathematics or Level 5 for Mathematical Literacy.

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

Please Note:

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

Selection policy

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

For candidates still at school, places will be awarded based on performance.

For currently enrolled students both school performance and current performance are taken into consideration.

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

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

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

Main fields of study

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

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

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

School visits

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

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

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

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

- Second-year students (FP) must do 10 school days' compulsory observation in grade R at the beginning of the year. This counts towards the class mark for *Teaching and Learning 288*.
- Third-year students (FP) must do 10 school days' compulsory observation in grades 1 to 3 at the beginning of the year. This counts towards the class mark for *Teaching and Learning 388*.
- Second-year students (ISP) must do 10 school days' compulsory observation in any grade 4 to 6 (7) classroom at the beginning of the school year. This mark will count towards the class mark for *Teaching and Learning 278*.
- Third-year students (ISP) must do 10 school days' compulsory observation in any grade (7) 8 to 9 classroom. This mark will count towards the class mark for *Teaching and Learning 378*.

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

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

Multilingual requirements

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

Admission to the BEdHons (Educational Psychology)

Students who are interested in applying to do the BEdHons (Educational Psychology) must have done Psychology I, II and III or equivalent modules approved by the Department of Educational Psychology.

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

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

BEd (General Education)
Foundation Phase
First year (130 credits)

Compulsory Modules

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

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

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

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

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

Second year (130 credits)

Compulsory Modules

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

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

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

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

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

Third year (130 credits)

Compulsory Modules

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

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

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

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

Arts and Culture (Ed)	388(10) (Dance and Drama)
Educational Psychology	388(20) (Learner diversity)
Life Orientation	386(10) (Physical movement and development) 387(10) (Multireligion and multiculture) 388(5) (Environment and the curriculum)
Mathematics (Ed) (Foundation Phase)	384(15)
Teaching and Learning	388(20) (Practice Grade 1-3)

Fourth year (130 credits)

Compulsory Modules

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

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

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

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BEd (General Education)
Intermediate and Senior Phase
First year (130 credits)

The same as the foundation phase

Compulsory Modules

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

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

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

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

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

Second year (130 credits)

Compulsory Modules

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

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

Afrikaans as Taal van Onderrig en Leer	278(5)
English as Language of Learning and Teaching	278(5)
Xhosa as Language of Learning and Teaching	278(5)

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

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

Elective Modules

choose one of

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

Third year (130 credits)

Compulsory Modules

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

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

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

Elective Modules
Choose two of:

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

Fourth year (130 credits)

Compulsory Modules

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

Elective Modules
Choose two of:

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

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Sport Science

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

PGCE followed, if desired, by BEdHons

BScHons (Biokinetics) (applications close on 31 August)

BScHons (Sport Science) (applications close on 30 September)

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

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

BA (Sport Science)

Admission requirements

Students obtaining the NSC in 2008 and subsequently

- A National Senior Certificate (NSC) as certified by Umalusi with a mark of at least 4 in each of the four school subjects from the list of designated university admission subjects.
- Home Language (Afrikaans or English) at least code 4 (50%)
- First Additional Language at least code 4 (50%)
- Mathematics at least code 3 (40%) OR Mathematical Literacy code 6 (70%)
- A minimum performance as indicated in one of the following subjects: Physical Sciences code 3 (40%) *or* Life Sciences code 4 (50%)
- Performance in Grade 12:
- An average NSC result (excluding Life Orientation) of 60%

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

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

Please consult the paragraph on Undergraduate Enrolment Management at the beginning of Section 3 above.

Programme content and structure

Particulars

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

Please note the following prerequisite requirements:

Sport Science 112 for Sport Science 262 (PP)

Physiology 114, 144 for Sport Science 232, 252 (P)

Sport Science 184 for Movement Studies, Sport and Recreation 282 (PP)

Special provisions:

1. Only a limited number of students are annually admitted to the first year of this programme. Applications close on 31 July of the previous year. Selection for the programme happens according to clear guidelines which are based on both the academic and non-academic merits of the applicant. Students who are selected must complete a medical history form. If a student is not declared medically fit, the student will not be allowed to register for the compulsory practical modules (for example Sport Science 184).

2. Students shall adhere to the prescribed regulations regarding dress. Particulars can be obtained from the Department of Sport Science on the commencement of the academic year.

3. Attendance of all practical classes is compulsory. At least 40% is required for each section of the practical classes. The pass mark for all practical and theoretical modules is 50%.

Formal requirements

Assessment

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

Subject combinations

All subject combinations are subject to timetable considerations.

Presentation

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

Consult "Language Specifications" for the medium of instruction.

Academic development

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

Enquiries:

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

BA (Sport Science)
Sport Science with Geography and Environmental Studies
Basic level (first year) (138 credits)

Compulsory Modules

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

Elective Modules

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

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

Intermediate level (second year) (128 credits)

Compulsory Modules

Sport Science	222(8), 232(8), 252(8), 262(8)
Geography and Environmental Studies	225(16), 265(16) (follows Geo-Environmental Science 124, 154 from the first year)
Movement Education Sport and Recreation	212(8), 222(8), 242(8), 282(8)

Elective Modules

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

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

Advanced level (third year) (128 credits)
Compulsory Modules

Sport Science	312(6), 322(6), 332(6), 342(6), 352(6), 362(6), 382(6), 392(6)
Geography and Environmental Studies	314(12), 323(12), 358(16), 363(16)

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

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

BA (Sport Science)
Sport Science with Psychology
Basic level (first year) (130 - 138 credits)
Compulsory Modules

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

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

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

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

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

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

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

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

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

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

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

BA (Sport Science)
Sport Science with English Studies
Basic level (first year) (130 - 138 credits)
Compulsory Modules

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

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

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

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

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

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

Afrikaans en Nederlands	278(32)
Geography and Environmental Studies	225(16), 265(16) (follows Geo-Environmental Science 124, 154 in the first year)
Psychology	212(8), 222(8), 242(8), 252(8)

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

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

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

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

BA (Sport Science)
Sport Science with Afrikaans en Nederlands
First year (130 - 138 credits)
Compulsory Modules

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

Elective Modules

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

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

Intermediate level (second year) (128 credits)

Compulsory Modules

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

Elective Modules

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

English Studies	278(32)
Geography and Environmental Studies	225(16), 265(16) (follows Geo-Environmental Science 124,154 from the first year)
Psychology	212(8), 222(8), 242(8), 252(8)

Advanced level (third year) (120 credits)

Compulsory Modules

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

Elective Modules

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

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

BSc (Sport Science)

Admission Requirements
- Afrikaans or English (Home Language or First Additional Language) 4
- Physical Sciences 4
- Mathematics 5

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

- Attendance of all practical classes is compulsory. At least 40% is required for each component of the practical classes. The pass mark for all practical and theoretical modules is 50%.

Please note the following prerequisite pass requirements:

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

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

First year (140 credits)

Biology	124(16), 154(16)
Chemistry	124(16), 144(16)
Computer Skills	171(4)
Kinesiology	162(8), 182(8)
Mathematics (Bio)	124(16)
Physics (Bio)	134(16), 154(16)
Scientific communication skills	172(8)

Second year (128 credits)

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

Third year (134 credits)

Compulsory modules (110 credits)

Kinesiology	312(8), 332(8), 342(8), 352(8), 372(8)
Physiology	314(16), 334(16), 344(16), 364(16)
Sport Science	382(6)

Elective modules (24 credits)

Select one from

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

Please note:

1. This option leads to a BScHons degree programme in (Biokinetics), a BScHons (Sport Science) (Stream: Performance Sport) and a BScHons (Sport Science) (Stream: Kinder Kinetics).
2. This option can also lead to an honours programme in Physiological Sciences. Students will be selected on merit.

POSTGRADUATE PROGRAMMES

HONOURS DEGREES
BScHons (Biokinetics) (Sport Science)
Aims
The aims of the programmes are fully in line with current developments in Education. Consequently the programme outcomes are set up accordingly.

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

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

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

BScHons (Biokinetics)
Specific Admission Requirements
There are only a limited number of places in the Biokinetics programme. The closing date for applications is 31 August.

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

Anchor module

Biokinetics	778(120)

Compulsory submodules

Biokinetics Practice	772(20)
Ergonomics	775(20)
Exercise Physiology	774(20)
Exercise Science	771(30)
Research Project	773(30)

Assessment and Examination
Continuous assessment, which includes theoretical and practical assignments, class tests as well as one formal test will contribute to the final mark of each year subject.

A class mark of 40% per semester subject is required for admission to the three-hour written examination. The final mark is calculated as follows: 50% examination mark and 50% class mark.

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

BScHons (Sport Science)

(Performance Sport)

Specific Admission Requirements

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

Anchor module

Performance Sport	778(120)

Apart from the compulsory modules, candidates can choose additional elective modules. The modules are:

Compulsory submodules

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

Additional modules

Exercise Psychology	713(12)
History of Sport	745(12)
Kinanthropometry	715(12)
Motor Control	711(12)
Motor Learning	741(12)
Sport for Persons with Disabilities	772(12)
Statistics for Sport Science and Exercise Science	772(12)

Assessment and Examination

Continuous assessment, including theoretical and practical assignments, informal class tests as well as formal tests will count towards the final mark of every year subject.

A class mark of 40% per semester subject is required for admission to the written three-hour examination. The final mark is calculated as follows: 50% for the examination mark and 50% for the class mark.

In order to pass Professional Practice in Sport Science 773 students are expected to do 300 hours practical work during the course of the year and to pass an oral exam at the end of the year with at least 50%.

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BScHons (Sport Science)

(Kinder Kinetics)

Specific Admission Requirements

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

Anchor module

Kinder Kinetics	778(120)

Apart from the compulsory modules, candidates can choose additional elective modules. The modules are:

Compulsory submodules

Professional practice in sport science	773(30)
Research Project	771(30)
Current Topics in Sport and Exercise Science	751(12)
Motor Control	711(12)
Kinanthropometry	715(12)
Sport for Persons with Disabilities	772(12)
Kinder Kinetics Theory	772(12)

Additional modules

Applied Exercise Physiology	714(12)
Biomechanics	712(12)
Exercise Physiology	743(12)
Exercise Psychology	713(12)
History of Sport	745(12)
Motor Learning	741(12)
Sport Psychology	712(12)
Statistics for Sport Science and Exercise Science	772(12)

Assessment and Examination

Continuous assessment, including theoretical and practical assignments, informal class tests as well as formal tests, will count towards the final mark of every year subject.

A class mark of 40% per semester subject is required for admission to the three-hour written examination. The final mark is calculated as follows: 50% for the examination mark and 50% for the class mark.

In order to pass Professional Practice in Sport Science 773 it is expected of students to do 300 hours practical work during the course of the year and to pass an oral exam at the end of the year with at least 50%.

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Department of Sport Science
Tel.: 021 808 4721   e-mail: rev@sun.ac.za
Website for more detailed information: http://www.sun.ac.za/education

BEdHons

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

Aims

In spite of the perceptions which rationalisation in education may have given rise to, there is still an urgent need for well-qualified educators in South Africa. There is still a need for education specialists who thoroughly understand their learners, who are genuinely enthusiastic and who know how to make use of a whole range of teaching skills to motivate their learners to perform optimally. Subject knowledge and teaching skills by themselves are not sufficient. There is also often a great need for educators with administrative and organisational abilities. In times of change, it is important to have educational leaders who

are able to take responsible and well-grounded decisions on both education policy and educational practice.

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

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

The aim of the programme in Educational Psychology is to equip students with the necessary knowledge and skills required for registration as counsellor with the Professional Board for Psychology of the Health Professions Council of South Africa after which such a person can practice independently as a counsellor.

Admission

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

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

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

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

4. a four-year integrated education degree; or

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

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

7. In addition to these admission requirements, Psychology I, II and III as part of a B-degree or an equivalent subject accredited for this purpose by the Professional Board for Psychology is required for admission to specialisation in Educational Psychology with a view to registration as a counsellor. This makes further studies with a view to registering as an educational psychologist possible.

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

8. Language Education stream: In addition to the admission requirements presented in 1 to 6, students seeking admission to specialisation in Language Education are required to have attained a high level of achievement (60+%) in the language modules of their undergraduate studies.

9. All streams: In addition to the admission requirements presented in 1 to 6, an average of at least 60% in the final year of the relevant undergraduate study is required for admission.

10. General: Prospective students must apply in writing for admission to the BEdHons

programme, and admission shall be decided by Senate or by the Executive Committee acting on behalf of Senate. Particulars of qualifications must be furnished when applying for admission (accompanied by official academic transcripts from the universities at which the qualifications were obtained, if not at Stellenbosch University). No student will be permitted to join the programme after it has started.

11. Internet access and computer literacy: Students are expected at least to have access to a computer and the internet to be able to perform the following activities in order to complete the programme successfully:

- accessing and using the modules' specific web study pages
- accessing the electronic resources of SU's library
- sending and receiving e-mail
- typing and sending assignments electronically

Structure

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

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

Assessment

With the exception of the Educational Psychology specialisation, students must obtain a pass mark of at least 50% in eight modules with a total credit value of 120. Students doing the Educational Psychology specialisation must pass eight modules with a total credit value of 168.

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

Areas of specialisation

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

Further provisions

1. For admission to Curriculum Studies (Subject Didactics), a university qualification in the appropriate school subject(s) at a second-year level is required.

2. Students specialising in Educational Psychology:

- At the time of application for registration as a counsellor with the Professional Board for Psychology of the Health Professions Council of South Africa, students must have

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

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

Contact particulars

Name of programme coordinator not available at time of printing. Please contact the Dean's office for further information.

Tel.: 021 808 3960

e-mail: opvoed@sun.ac.za

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

BEdHons

(Curriculum Studies)

Anchor module/major

Curriculum Studies	778(120)

Compulsory modules

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

Elective modules (two to be chosen as follows):

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

Enquiries:

Prof EM Bitzer

Tel.: 021 808 2297   e-mail: emb2@sun.ac.za

BEdHons

(Education Management)

Anchor module/major

Education Management	778(120)

Submodules

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

Educational Research	764(12)

Elective modules (two of the following):

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

Enquiries:

Name of programme coordinator not available at time of printing. Please contact the Dean's office for further information.

Tel.: 021 808 3960   e-mail: opvoed@sun.ac.za

BEdHons

(Education Policy Studies)

Anchor module

Education Policy Studies	778(120)

Submodules

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

Elective modules (two to be chosen as follows):

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

and any other appropriate BEdHons module

Enquiries:

Dr B van Wyk
Tel.: 021 808 2296   e-mail: bwyk@sun.ac.za

BEdHons

(Educational Support)

Anchor module

Educational Support	778(120)

Submodules

Core Module	734(12)
Adult Basic Education	735(18)
Cognitive Education	764(18)
Educational Research	764(12)
Support in School and Community	744(18)
Inclusive Education	724(18)
Learning Support	765(18)

Elective modules(one of the following):

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

Enquiries:
Dr MM Oswald
Tel.: 021 808 2037 or 021 808 2308   e-mail: mmoswald@sun.ac.za

BEdHons

(Educational Psychology)

There are no electives in this specialisation
Anchor module

Educational Psychology	778(120)

Submodules

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

Enquiries:
Mrs C Louw
Tel.: 021 808 2319   e-mail: cl1@sun.ac.za

BEdHons

(Language Education)

Anchor module

Language Education	778(120)

Submodules

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

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

Didactics (Subject Didactics of Afrikaans)	734(18), 764(18)
Didactics (Subject Didactics of English)	734(18)
Didactics (Literacy Education, Leadership and Management)	734(18), 764(18)
Specialisation in Language and Literacy	764(18)
Language Policy and Planning in Education	734(18)
Education Policy Studies	764(18)
Multilingual Education	734(18), 764(18)
Teaching Creative Writing	734(18), 764(18)

Enquiries:
Prof C van der Walt
Tel.: 021 808 2284   e-mail: cvdwalt@sun.ac.za

MASTER'S DEGREES
MEd

Specific Admission Requirements
For admission to the MEd degree programme, a candidate must

1. have a BEdHons degree from this University or another bachelor's degree in Education approved for this purpose by Senate; or

2. have obtained an honours degree approved for this purpose by Senate, and an approved education diploma/certificate (additional study in Education may be required of the candidates); or

3. have obtained a pass in another combination of studies both academic and professional, deemed appropriate by Senate for the purpose of joining the intended programme, including the combination of a four-year professional degree that has no Education component and an approved education diploma/certificate (supplementary study in Education will be required in the case of such candidates); or

4. in some manner have attained in his particular field of study a standard of competence deemed adequate by Senate (supplementary study in Education will be required in the case of such candidates).

5. have obtained an overall average of 60% in their BEdHons or equivalent study (on condition that the Department has the capacity).

6. have preferably passed a module in research methodology at honours level.

7. have passed a module in research methodology at honours level for registration for the full thesis master's degree.

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

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

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

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

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

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

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

MEd (Research)

Programme Description

This MEd programme aims to provide research opportunities for students in Education and to further develop research capacity. A candidate for this degree is required to submit a research thesis (100% full thesis) with a credit value of 180 which is normally between 40 000 and 50 000 words in length and presents a substantiated argument, but does not necessarily make an original contribution. Students also have to do an oral examination on the subject area of the thesis. The topic is chosen in consultation with the departmental chair concerned.

Structured MEd Programmes

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

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

Please note:

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

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

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

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

Provision has been made for the following structured MEd programmes.

MEd (Curriculum Studies) (Structured)

Programme Outcomes

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

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

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

Specific Admission Requirements

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

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

Programme Structure

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

First year

Anchor module

Curriculum Studies	879(180)

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)

Second year

Research Thesis	874(90)

Assessment and Examination

Continuous and summative assessment as follows:

At least one assignment in each of the compulsory modules.

At least two assignments in the electives: one in each semester.

Enquiries:

Programme Manager: Prof CPS Reddy

Department of Curriculum Studies

Tel.: 021 808 2259   e-mail: cpsr@sun.ac.za

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

MEd (Education Policy Studies) (Structured)

Programme Outcomes

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

- assist educators to develop their critical understanding of education policy in the context of democratic transformation;

- challenge educators to analyse, reflect on and question educational theories, policies and practices;
- enhance educators' skills and leadership to enact change; and
- encourage educators to explore creative responses to diversity.

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

Programme Content

The themes that are explored include:

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

Anchor module, which draws on four disciplines

Education Policy Studies	879(180)

The subjects are:

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

Assessment and Examination

Continuous and summative assessment are used in the following ways:

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

Enquiries:

Programme Manager: Dr A Badroodien
Department of Education Policy Studies
Tel.: 021 808 2263   e-mail: azeem@sun.ac.za
Website for more detailed information: http://www.sun.ac.za/education

MEd (Psych) (Structured)

Programme Outcomes

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

Specific Admission Requirements

1. A BEdHons in Educational Psychology or a BEdPsych degree or an approved Honours degree in Psychology in combination with an approved professional education qualification or any other combination of studies both academic and professional deemed suitable for admission to the programme by Senate. In the last case mentioned, additional studies may be prescribed.

2. A minimum of two years' continuous, formal teaching experience or equivalent educational experience deemed appropriate by Senate.

3. A minimum of 65% for Educational Psychology or psychology-orientated subjects passed on NQF level 8.

Other Requirements

Closing date for applications for admission

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

Selection

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

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

Internship

1. Admission requirements

   Registration as an intern psychologist with the Health Professions Council of South Africa and an MEd (Psych) qualification in Educational Psychology (or the equivalent).

2. Duration and nature: A minimum of one year's continuous full-time internship, or approved full-time block periods equivalent to twelve calendar months, is required, provided that both the qualification and the internship are completed within three years.

3. Internships are approved by the Health Professions Council of South Africa, and falls under the supervision of the Department of Educational Psychology. All internship programmes must submitted to the Department at least four months prior to the planned commencement of the internship, after which it is sent to the Health Professions Council of South Africa for approval.

4. The onus is on students to make arrangements to do their internships at accredited institutions.

Duration

Duration and nature of programme

1. The programme consists of course work done full-time over one year or part-time over two years as well as a research thesis. For registration with the Health Professions Council of South Africa, an internship is required (see *Other Requirements* above).

2. Students will be required to complete the research thesis before beginning their internship. Students must complete their studies in the time period allowed by the Health Professions Council of South Africa.

Anchor module

Educational Psychology	877(240)

Seven submodules and a research thesis. The submodules with their respective credit values are:

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

Practicum

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

Successful completion of the practical programme is obligatory.

Assessment and Examination

1. Assessment consists of formative and summative assessment opportunities in each module.

2. A minimum of 50% must be attained in the integrated oral examination that forms part of the assessment of the practicum module, before a student will be allowed to proceed with the internship.

3. A pass mark of at least 50% must be attained in each of the modules, including the research thesis, before the degree can be awarded.

Enquiries:

Programme Manager: Prof Estelle Swart

Department of Educational Psychology

Tel.: 021 808 2308   e-mail: estelle@sun.ac.za

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

MEd (Educational Support) (Structured)

Programme Outcomes

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

Other Requirements

1. Since this is a selection programme, prospective students must apply in writing before the **end of June of the preceding year.**

2. Normally, a maximum of TEN students are admitted to the programme, which is presented only if at least EIGHT students have registered for it.

3. The mode of presentation in this programme is contact teaching.

4. Since the intake for the programme is done biennially, interested parties are advised to make inquiries before they apply by telephoning 021 808 2308 or 021 808 4831.

5. It is recommended that candidates have a minimum of two years' teaching experience.

Duration

The programme is presented over a minimum of two academic years

Anchor module

Educational Support	879(180)

Compulsory modules

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

Assessment and Examination

1. The modules (research thesis excluded) are examined through continuous assessment and count 50% of the final mark.

2. Assignments and/or presentations are required in every taught module.

3. A final presentation and/or oral examination shall be done for every module.

4. A pass mark of 50% must be obtained in each of the modules (thesis included).

5. The mark for the thesis shall count 50% of the final mark.

6. The final mark is entered under the anchor module Educational Support 879(180).

Enquiries:

Programme Manager: Prof R Carolissen
Department of Educational Psychology
Tel.: 021 808 2738 or 021 808 2308   e-mail: rlc2@sun.ac.za
Website for more detailed information: http://www.sun.ac.za/education

MPhil

General

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

MPhil (Higher Education) (Structured)

Programme Outcomes

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

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

Specific Admission Requirements

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

1. have an appropriate honours degree and be employed in a higher education environment for at least two years; or

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

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

See Other Requirements below for further information on admission requirements.

Other Requirements

1. A maximum of 30 students are admitted and the programme is presented only if there is a minimum of FIVE enrolled students.

2. Since there is a selection procedure, the closing date for applications is the end of November of the previous year.

Duration

The programme is presented over at least two academic years.

Presentation

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

Anchor module

Higher Education	879(180)

Students must do eight compulsory modules (of which one is the research thesis) and two electives. The topic of the research thesis is chosen from any of the modules. The modules are the following:

Compulsory modules

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

Elective modules

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

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

Assessment and Examination

1. The modules are examined by means of continuous assessment, which count 50% of the final mark.

2. An assignment is required in every taught module.

3. A minimum of 50% must be obtained in every module to complete the programme successfully.

4. A thesis on a topic within the student's field of study counts 50% of the final mark.

5. The final mark is the average obtained for the assignments in all of the taught modules (50%). The thesis can also be submitted for examination in the form of examined or reviewed publishable articles.

Enquiries:
Programme Manager: Prof EM Bitzer
Department of Curriculum Studies
Tel.: 021 808 2297   e-mail: emb2@sun.ac.za
Website for more detailed information: http://www.sun.ac.za/education

MPhil (Education and Training for Lifelong Learning) (Structured)

Programme Outcomes

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

Specific Admission Requirements

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

1. have an appropriate Honours degree and be employed in an education/training environment; or

2. have done another academic-professional study combination equivalent to an Honours degree which is deemed suitable for the purpose of joining the programme and be employed in an education/training environment; or

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

Other Requirements

1. At least two years of involvement in Lifelong Learning or other relevant experience, which the Faculty deems to be equivalent, is required before admission.

2. A thesis or research portfolio on an approved topic makes up the other 50% of the final mark.

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

Programme Structure

The anchor module is Education and Training for Lifelong Learning 879(180). Students do four compulsory modules and three out of four electives, as well as a compulsory research thesis. The topic of the research thesis can be based on any of the fields covered in the modules offered in the programme.

Duration

The programme extends over at least two academic years.

The subjects offered are:
Anchor module

Education and Training for Lifelong Learning	879(180)

Students do five compulsory modules (of which one is the research thesis) and three out of four electives. The topic of the research thesis can be based on any of the fields covered in the modules offered in the programme. The subjects offered are:

Compulsory modules

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

Elective modules

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

Assessment and Examination

1. The modules are examined by means of continuous assessment and count 50% of the final mark.

2. Assignments/articles/projects have to be done for every one of the taught subjects.

3. A minimum of 50% must be obtained in all modules in order to complete the programme successfully.

4. The final mark is an average of the assignments in all of the taught subjects (50%), and a research thesis (50%).

5. A research thesis on an approved topic count 50% of the final mark.

Enquiries:
Programme Manager: Dr BL Frick
Department of Curriculum Studies
Tel.: 021 808 3807   e-mail: blf@sun.ac.za
Website for more detailed information: http://www.sun.ac.za/education

MSc (Sport Science)

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

Specific Admission Requirements
On written application, students are admitted to the degree programme of MSc (Sport Science) by Senate or by the Executive Committee acting on behalf of Senate, who have:

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

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

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

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

Enquiries:
Programme Manager: Prof E Terblanche
Department of Sport Science
Tel.: 021 808 2742   e-mail: et2@sun.ac.za
Website for more detailed information: http://www.sun.ac.za/education

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

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

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

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

Specific Admission Requirements
In addition to statutory requirements and other provisions in Part 1 of the Calendar, the PhD degree is conferred upon a student, provided he has been registered for at least two years after a master's degree, which Senate has approved for this purpose, has been conferred upon him or after he has attained a standard of competence in another manner in his specific area of study, which Senate deems adequate for this purpose.

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

shall not exceed one year. If a proposal is considered for more than a year, the departmental chair will have to make a special case.

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

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

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

Assessment and Examination

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

1. after approval of the research project by Senate, have, to the satisfaction of the University, conducted original research under the supervision of a supervisor for a period of not less than two years since obtaining the said master's degree at Stellenbosch or at another institution approved by the University; and who have to the satisfaction of the University completed the study of such subjects as may have been required by Senate.

2. have submitted a dissertation which is normally between 70 000 and 90 000 words in length, which represents an original conceptual and/or methodological contribution in the chosen field of study and to the satisfaction of Senate shows that the candidate has made a distinct contribution to the enrichment of knowledge in this specific field of study. It should be of sufficient quality to be published as an article in a suitable professional journal or as book.

3. have undergone an oral examination to the satisfaction of the University, provided that exemption from such examination may be granted in special cases, subject to the approval of Senate.

Regulations for the resubmission of dissertations PhD in Education and PhD in Sport Science

a) Should an examination panel award a D symbol, based on consensus, after an oral examination, a candidate may resubmit his dissertation for examination. However, should the examination panel award a D symbol for the second time as a consensus decision, the symbol will automatically change to an E symbol (thus the PhD is not awarded). On request of a non-examining chair and on the grounds of special considerations/circumstances, the latter position (i.e. that the degree not be awarded) will be referred to the Examination Committee of the Faculty of Education for consideration and a ruling. The implication of this stipulation is that no PhD candidate has more than two opportunities to submit a PhD dissertation for examination in the case where an examination panel awards a D symbol for a second time.

b) Should an examination panel award a D symbol, based on consensus, after an oral examination, the candidate may resubmit his dissertation for examination. Should the examination panel award a C (i.e. more than editorial amendments) or a B (editorial amendments) at a second submission, the candidate may improve the dissertation as specified by the examination panel in view of submission and the conferring of the degree. The implication of this stipulation is that a PhD candidate is given a maximum

of three opportunities to submit a PhD dissertation in cases where a symbol higher than a D is awarded at the second submission.

Description of symbols to which the above paragraph refers:

That if specific minor amendments are made and recommendations followed to the satisfaction of the supervisor, the relevant degree be awarded.	B
That, on condition that certain factual or textual corrections are made to the satisfaction of the supervisor(s)/examiner(s), the degree be awarded.	C
That the candidate revises the thesis/dissertation and submits it for re-examination. (In this case the examination panel should decide amongst themselves by whom and how the re-examination must take place).	D
That the degree is not awarded.	E

PhD (Sport Science)
Specific Admission Requirements
To be admitted to the programme, candidates must have obtained their master's degree from this University or have another master's degree approved for such purpose by Senate, or have in some other manner attained in their particular field of study a standard of competence deemed adequate for such purpose by Senate. Candidates must, after consulting with the departmental chair concerned, apply in writing for admission, stating the proposed dissertation topic, supervisor, and places of study; and submit a research proposal and an academic transcript.

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

Enquiries:
Programme Manager: Prof E Terblanche
Department of Sport Science
Tel.: 021 808 2742   e-mail: et2@sun.ac.za
Website for more detailed information: http://www.sun.ac.za/education
Sport Psychology as a field of study within the PhD programme
To be admitted to the programme, candidates must have a master's degree in Psychology (Counselling, Clinical, Educational or Industrial Psychology) and a Sport Science qualification and/or other qualification deemed to be adequate for admission to the programme; and be registered with the Health Professions Council of South Africa.

Enquiries:
Programme Manager: Dr HG Grobbelaar
Department of Sport Science
Tel.: 021 808 2771   e-mail: hgrobbelaar@sun.ac.za
Website for more detailed information: http://www.sun.ac.za/education

POSTGRADUATE CERTIFICATE
Postgraduate Certificate in Education (PGCE)
Programme Outcomes
The aim of this one-year programme is to provide educators for the Further Education and Training Band.

Specific Admission Requirements
Admission to the Postgraduate Certificate in Education programme may be granted to students who hold at least a bachelor's degree from a recognised university, which meets certain conditions. Students who are short of one first-semester module for their degree

(regardless of the credit value) may also gain admission. Obtaining a PGCE qualification, however, is subject to obtaining the relevant degree. See paragraph 4 for the conditions for admission (to the specific curriculum studies classes/subjects).

Other Requirements

Further provisions concerning admission to the programme

1. Students can only be admitted to the PGCE programme on written application, which should be submitted before or on **30 November**.

2. No student shall be permitted to join the PGCE programme after the start of the programme.

3. Students attending the PGCE programme may not register concurrently for another programme at either this or any other university, except for the purpose, where relevant, of the one outstanding degree module that is being taken concurrently with the PGCE programme.

4. A PGCE student who wishes to take an extra subject in another faculty must apply in writing for permission to do so. Each application will be dealt with on its merits.

5. A PGCE student may not hold more than two student assistantships simultaneously.

6. A PGCE student may interrupt his programme for one year after one semester, but only if the reason for such interruption has been approved by Senate.

Duration

The PGCE programme is presented over one academic year.

Notes

Exemption from class attendance

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

Medical fitness

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

The PGCE programme consists of the following:

Anchor/major module

Teacher Education	777(120)

Subjects/modules

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

And choose either

Afrikaansmedium [PGCE]	772(6) and

English Medium [PGCE]	772(6)
Or	
Multilingual Teaching [PGCE]	774(12) (after meeting the requirements of the Afrikaans Medium and English Medium placement tests)

Assessment and Examination

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

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

Programme-specific provisions

1. Teaching Practice 175(26)

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

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

        1.2.1. School visits take place during the whole of the third school term. The University vacation falls in the school term at present. Nevertheless, students must spend the entire period at the schools, regardless of the University holidays. No exceptions will be made.

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

2. Afrikaansmedium 772(6) and English Medium 772(6) or Multilingual Teaching 77 4(12)

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

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

The following applies to English Medium 772 and Afrikaansmedium 772:

    2.1. Every student must obtain at least 60% in one language medium and at least 50% in the other.

    2.2. A student who obtains more than 60% in one of the language mediums, but fails the other, can request the Registrar to indicate his medium of instruction as unilingual on his certificate (teaching qualification). This request in writing has to reach the Registrar before 22 November.

    2.3. A pass mark of 60% means that the student can use the language as medium of instruction.

    2.4. Students do a number of assessment assignments (oral and written) during the year.

    2.5. Students who are doing Curriculum Studies (Afrikaans) 774 and/or Curriculum Studies (English) 774 may write a test in the relevant language medium(s) in

March of that year. A student who passes the test with a percentage of 60% and more will be exempted from class attendance and the mark is deemed the final mark.

2.6. Students not doing Curriculum Studies (Afrikaans) 774 or Curriculum Studies (English) 774), as well as those students who were doing these two modules but did not obtain 60%, continue in the second term with their class attendance and continuous assessment. If these students obtain 60% at the end of the first semester, they are exempted from any further obligations with regard to the module.

2.7. Students who do not pass or who want to continue so that they can obtain 60% have to continue class attendance and continuous assessment in the second semester.

3.   isiXhosa as the medium of instruction

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

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

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

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

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

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

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

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

4.4 Curriculum Studies (Business Studies) 774
Prerequisite pass
One of the following combinations with a total of at least 32 credits:
  • Financial Management 214(16), 254(16) or
  • Marketing Management 214(16), 244(16) or
  • Entrepreneurship and Innovation Management 214(16), 244(16) or
  • A 32-credit combination of any of the above-mentioned combinations [e.g. Financial Management 214(16), Marketing Management 214(16)]

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

4.5 Curriculum Studies (Economics) 774

Prerequisite pass

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

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

4.6 Curriculum Studies (English) 774

Prerequisite pass

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

4.7 Curriculum Studies (Geography) 774

Prerequisite pass

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

4.8 Curriculum Studies (German) 774

Prerequisite pass

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

4.9 Curriculum Studies (History) 774

Prerequisite pass

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

4.10 Curriculum Studies (Information Technology) 774

Prerequisite pass

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

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

Prerequisite pass

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

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

4.12 Curriculum Studies [Life Orientation (Psychology)] 774

Prerequisite pass

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

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

4.13 Curriculum Studies (Life Sciences) 774

Prerequisite pass

At least two of the following or equivalent modules:

Biology 124 (Cell Biology)

Biology 144 (Biodiversity and Ecology)

Biology 154 (Functional Biology)

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

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

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

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

4.14 Curriculum Studies (Mathematical Literacy) 774

Prerequisite pass

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

or

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

or

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

4.15 Curriculum Studies (Mathematics) 774

Prerequisite pass

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

4.16 Curriculum Studies (Music) 774

Prerequisite pass

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

4.17 Curriculum Studies (Natural Science) 774

Prerequisite pass

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

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

and/or

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

and/or

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

and/or

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

4.18 Curriculum Studies (Physical Sciences) 774

Prerequisite pass

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

or

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

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

or

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

4.19 Curriculum Studies (Religion Studies) 774

Prerequisite pass

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

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

4.20 Curriculum Studies (Speech and Drama) 774

Prerequisite pass

At least a B degree in Drama.

4.21 Curriculum Studies (Xhosa) 774

Prerequisite pass

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

General

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

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

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

Enquiries:

Programme Manager: Prof PAD Beets
Department of Curriculum Studies
Tel.: 021 808 2298   e-mail: padb@sun.ac.za
Website for more detailed information: http://www.sun.ac.za/education

POSTGRADUATE DIPLOMA

Postgraduate Diploma in Higher Education Teaching and Learning [PGDip (Higher Education) (Teaching and Learning)]

Programme Description

For date of registration please contact the programme coordinator.

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

Programme Outcomes

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

Specific Admission Requirements

1. Candidates may be admitted to the PGDip (Higher Education) (Teaching and Learning) if they hold a Bachelor's degree or equivalent qualification approved for this purpose by Senate.

2. Candidates should have a minimum of two years' teaching experience in higher education and/or must be appointed in a teaching-related post.

3. It is recommended that candidates have a Master's degree in their discipline. Preference will be given to such candidates and to candidates from the above-mentioned three institutions.

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

Duration

The programme extends over two academic years.

Anchor module

Higher Education in Teaching and Learning	778(120)

Submodules

Compulsory core modules

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

Elective modules

*Choose **one** of the following:*

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

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

Assessment and Examination

1. Every module will contain formative and summative assessment opportunities.

2. A minimum of 50% must be obtained in all modules in order to complete the programme successfully.

3. Assessment opportunities will entail engagement with both theory and practice.

Enquiries:
Programme Coordinator: Dr K Cattell
Centre for Teaching and Learning / Department of Curriculum Studies
Tel.: 021 808 3074   e-mail: kcattell@sun.ac.za

ADVANCED CERTIFICATE

ACE (Advanced Certificate in Education)

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

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

The alternative requirements can be met in terms of the procedure for Assessment and Evaluation of Prior Learning (AEPL). After a teacher has attended a one-year structured IMSTUS in-service training programme, the following two criteria will be used to adjudge whether he or she has met the requirements:

1   A portfolio which must contain at least the following:

1.1 A year plan for the relevant subject in Grade 10, 11 or 12, and evidence that the plans were put into practice.

1.2 Proof of implementation of themes in the classroom (examples of lesson plans; formative assessment, learners' work, learning support, etc.).

2   Participation as evidenced by

2.1 Attendance lists (at least 75% participation in teacher and learner sessions).

2.2 Assessment by learners of the teacher's presentation of learner sessions.

2.3 Formative assessment of the teacher's participation in teacher sessions (according to pre-determined criteria).

Contact particulars
Programme Manager: Dr JH Smit

Department of Curriculum Studies

Tel.: 021 808 3688   e-mail: jhs@sun.ac.za

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

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

ACE (Advanced Certificate in Education)
(Arts and Culture)
Since this programme is being phased out there will be no new intake.
Aims
General
This ACE programme aims to equip educators who do not have formal music qualifications to present the musical aspect of the Arts and Culture learning area as defined in the Revised National Curriculum Statement in a responsible manner. Students have to complete assignments at home for every module. Assessment takes place after every module.

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

Needs

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

Nature of the training

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

Structure

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

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

Specific Admission Requirements

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

First year (60 credits)

Compulsory Modules
The anchor module is:

Arts and culture	777(120)

The submodules are:

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

Second year (60 credits)

Compulsory Modules

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

ACE (Advanced Certificate in Education)
(Computer Applications Technology)

Aims

General

The programme aims to equip educators to teach Computer Applications Technology. It would also enable the educator to manage a school computer centre.

Target group

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

Needs

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

Structure

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

Specific Admission Requirements

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

First year (55 credits)

Compulsory Modules

The anchor module is:

Computer Applications Technology	777(120)

The submodules are:

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

Second year (65 credits)

Compulsory Modules

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

ACE (Advanced Certificate in Education)
(Information Technology)

Aims

General

The programme aims to equip educators to teach Information Technology, in which the programming language Java is an important component, to grades 10 to 12.

Target group

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

Needs

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

Structure

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

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

First year (55 credits)
Compulsory Modules
The anchor module is:

| Information Technology | 777(120) |

The submodules are:

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

Second year (65 credits)
Compulsory Modules

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

ACE (Advanced Certificate in Education)
(Life Sciences)
Aims

General

The programme aims to equip educators to teach Life Sciences.

Target group

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

Structure

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

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

First year (60 credits)

Compulsory Modules

The anchor module is:

Life Sciences (Sec Ed) [ACE]	777(120)

The submodules are:

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

Second year (60 credits)

Compulsory Modules

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

ACE (Advanced Certificate in Education)
(Mathematical Literacy)

Aims

General

This ACE programme aims to equip educators to teach Mathematical Literacy.

Target group

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

Structure

The programme is presented part time over two years.

Specific Admission Requirements

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

First year (60 credits)

Compulsory Modules

The anchor module is:

Mathematical Literacy	777(120)

The submodules are:

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

Second year (60 credits)

Compulsory Modules

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

Mathematical Sciences

Aims

General

This programme aims to equip educators to teach Mathematics.

Target group

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

Admission requirements

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

Structure

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

Areas of specialisation

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

ACE (Advanced Certificate in Education)
(Mathematical Sciences) – Senior Phase

First year (60 credits)

Compulsory Modules

The anchor module is:

Mathematical Sciences (Senior Phase)	778(120)

The submodules are:

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

Second year (60 credits)

Compulsory Modules

Mathematics (Sec Ed) [ACE]	786(20), 781(10)
Perspectives on Education [ACE]	781(4)

Statistical Methods (Sec Ed) [ACE]	784(10)
Subject Didactics of Mathematics (Sec Ed) [ACE]	783(16)

ACE (Advanced Certificate in Education)
(Mathematical Sciences) – Further Education and Training Phase

First year (60 credits)

Compulsory Modules
The anchor module is:

Mathematical Science (Further Education and Training Phase)	778(120)

The submodules are:

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

Second year (60 credits)

Compulsory Modules

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

ACE (Advanced Certificate in Education)
(Physical Sciences)

Aims
General

The ACE programme aims to equip educators to teach Physical Sciences.

Target group

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

Structure

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

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

First year (60 credits)

Compulsory Modules

The anchor module is:

Physical Sciences	777(120)

The submodules are:

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

Second year (60 credits)

Compulsory Modules

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

ACE (Advanced Certificate in Education)
(School management and leadership)

Aims

General

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

Target group

Practising and aspirant school principals.

Structure

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

The programme has a total credit value of 120.

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

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

Compulsory Modules

The anchor module is:

School Management and Leadership	777(120)

The submodules are:

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

context [ACE]	
School Management and Leadership (Computer Literacy) [ACE]	772(4)
School Management and Leadership (Language Skills) [ACE]	772(6)
School Management and Leadership (School Policy Governance and Development) [ACE]	772(18)
School Management and Leadership (Organisational Systems, Physical and Financial Resources) [ACE]	772(18)
School Management and Leadership (Portfolio) [ACE]	772(10)

Elective Modules

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

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Subjects, Modules and Module Content

ABBREVIATION AND NUMBERING SYSTEM

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

Example:

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

Explanation:

59188 is the subject number; here it refers to the subject, Social Sciences.

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

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

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

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

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

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

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

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

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

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

The following abbreviations are used:

L – lectures lasting 50 minutes each (e.g. 1L, 2L)

P – practical periods lasting 50 minutes each (e.g. 1P, 2P, 3P)

S – seminar lasting 50 minutes (e.g. 1S)

T – tutorials lasting 50 minutes each (e.g. 1T, 2T)

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

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

A specification
- Prescribed textbooks are in Afrikaans and/or English.
- Class notes drawn up by the lecturer are

(i) fully in Afrikaans, or

(ii) where possible, fully in Afrikaans and fully/partially (e.g. core class notes) also in English.

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

T specification
- Prescribed textbooks are in Afrikaans and/or English.
- Class notes drawn up by the lecturer are

(i) fully in Afrikaans and fully in English, or

(ii) alternately in Afrikaans and English.

- Other compulsory reading material (e.g. scholarly journals, articles, books, etc.) is in Afrikaans and/or English.
- Module frameworks and study guides are

(i) fully in Afrikaans and fully in English, or

(ii) alternately in Afrikaans and English, depending on the language of oral communication of the lecturer in the particular classes.

- Transparencies and data-projector contents used by the lecturers in lectures, seminar classes, tutorials and practicals are in Afrikaans or English.
- The oral language of communication used by the lecturer in lectures, seminars, tutorials and practicals is

(i) Afrikaans and English in the same class, with the proviso that Afrikaans must be used at least 50% of the time,

(ii) alternately Afrikaans and English in different classes of the module or programme, with the proviso that Afrikaans must be used at least 50% of the time.

- Test and examination question papers are fully in Afrikaans and fully in English on the same question paper.

- Written assignments from lecturers for tutorials, seminars and practicals, when used for assessment purposes, are

(i) fully in Afrikaans and fully in English in the same handout, or

(ii) alternately in Afrikaans and English in keeping with the material being used for non-assessment purposes (class notes, module frameworks, study guides, etc.), where the average use of Afrikaans must be at least 50%.

- Written answers by students to test and examination questions and assignments may be in Afrikaans or English.
- Oral presentations by students in lectures, seminars, tutorials and practicals in the T specification may be in Afrikaans or English, depending on their preferred academic language.

E specification

Prescribed textbooks are in English.

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

A & E specification

Lectures are presented entirely in English and in Afrikaans

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

PP – Prerequisite pass module
P – Prerequisite module
C – Corequisite module

The following definitions apply:

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

A prerequisite module is a module in which students must have achieved a final mark or class mark, or final mark in the case of a first-semester module that is continuously

assessed, of at least 40 before they are allowed to take the module for which it is a prerequisite module.

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

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

MODULE CONTENT (IN ALPHABETICAL ORDER)

12898 ACADEMIC LEADERSHIP AND MANAGEMENT				
791	**30**	**The academic leader in higher education [PGDip (Higher Education) (Teaching and Learning)]**		**T**

The module explores the different roles and responsibilities of the academic leader in higher education. It looks at the many facets of leadership and aims to encourage students to consider and apply these within their own contexts (with a focus on the academic department). Students will also be exposed to, and have the opportunity to engage critically with, aspects of the national higher education context, including relevant policy issues.

Elective module
Home department: CURRICULUM STUDIES

12291 ADULT BASIC EDUCATION				
735	**18**	**Adult Basic Education [BEdHons]**		**T**

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

Home department: EDUCATIONAL PSYCHOLOGY

60968 ADULT BASIC EDUCATION AND TRAINING				
875	**10**	**Adult basic education and training [MPhil (Education and Training for Lifelong Learning)]**		**T**

Adult basic education and training.
Home department: CURRICULUM STUDIES

12474 AFRIKAANS AS TAAL VAN ONDERRIG EN LEER				
278	**5**	**Afrikaans as taal van onderrig en leer (ISP)**	1L, 1T	**A**
Doeltreffende gebruik van Afrikaans as voertaal en onderrigmedium. Praat en luister vir verskillende doeleindes en teikengroepe. Lees en kyk vir begrip om op 'n verskeidenheid tekste response te lewer. Skryf vir 'n groot verskeidenheid doeleindes en teikengroepe. Gepaste en doeltreffende gebruik van taalstrukture en -konvensies. *Continuous assessment* Home department: CURRICULUM STUDIES				
288	**5**	**Afrikaans as taal van onderrig- en leer (FP)**	1L, 1T	**A**
Doeltreffende gebruik van Afrikaans as voertaal en onderrigmedium. Praat en luister vir verskillende doeleindes en teikengroepe. Lees en kyk vir begrip om op 'n verskeidenheid tekste response te lewer. Skryf vir 'n groot verskeidenheid doeleindes en teikengroepe. Gepaste en doeltreffende gebruik van taalstrukture en -konvensies. *Continuous assessment.* Home department: CURRICULUM STUDIES				

39373 AFRIKAANS EN NEDERLANDS				
178	**24**	**Inleidende Studie van die Afrikaanse taal- en letterkunde**	3L, 2P	
Studente volg ses komponente: - Afrikaanse kortverhale en romans - Resente Afrikaanse poësie - Leksikale semantiek *of* - Nederlandse taalverwerwing - Die aard van Afrikaans - Afrikaans in die media 'n Stelsel van deurlopende assessering word in Afrikaans en Nederlands 178 gebruik. Studente word aan die begin van die jaar skriftelik ingelig oor die manier waarop die prestasiepunt bereken word en ontvang in die loop van die module gereelde terugvoering oor hul vordering. 'n Mondelinge eksamen word aan die einde van elke semester afgelê. Home department: AFRIKAANS AND DUTCH				
278	**32**	**Voortgesette Studie van die Afrikaanse taal- en letterkunde**	3L, 2P	
Studente volg ses komponente: - Afrikaanse letterkunde voor 1960 - Afrikaanse letterkunde sedert 1960 - Afrikaanse leksikografie *of* - Na-oorlogse Nederlandse letterkunde				

- Sintaksis
- 'n Voëlvlug oor die Nederlandse letterkunde
- Afrikaans binne meertalige verband

Opmerking:

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

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

Home department: AFRIKAANS AND DUTCH

57487 AFRIKAANS LANGUAGE ACQUISITION

178	24	Afrikaans for foreign language speakers	3L, 2P	

Only students with no training in Afrikaans or who had Afrikaans as a Second Additional Language are admitted to this module.

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

Elementary interaction around a narrative text and thematically related texts (general

and literary)

Strategic reading and listening skills in academic lecture situations

Relevant language study and vocabulary enhancement

Notes

1. Recommendations on the placing of students in Afrikaans Language Acquisition 178 or in Afrikaans as Second Language are based on departmental language-proficiency tests which are written at the beginning of the year.

2. Students of Speech-Language and Hearing Therapy I and the Extended Degree Programme for Speech-Language and Hearing Therapy I of the Faculty of Medicine and Health Sciences

 are placed in either Xhosa 178 or Afrikaans Language Acquisition 178 or 188 according to a language proficiency test.

3. This module does not lead to Afrikaans and Dutch 278.

4. See the departmental information document for further details.

A system of continuous assessment is used in Afrikaans Language Acquisition 178. Students are informed in writing at the beginning of the module about the way in which the final mark is calculated and receive regular feedback on their progress in the course of the module. An oral exam takes place at the end of each semester.

Home department: AFRIKAANS AND DUTCH

12462 AFRIKAANS (KOMMUNIKASIE)				
378	**10**	**Afrikaans (Kommunikasie) (ISP)**	2L, 1T	**A**

Hierdie inleidende module oor kommunikasie in Afrikaans is ontwerp om studente in staat te stel om 'n gesprek te inisieer en aan die gang te hou, om inligting te vra en te voorsien, om verduidelikings, instruksies, aanwysings te gee, versoeke te rig en op versoeke te reageer in die geteikende taal, met die fokus op situasies in die skool, tuis by familie en by alledaagse omgang.

Studente word blootgestel aan basiese lees- en skryfvaardighede rakende situasies wat in die modules behandel word en ten einde hulle met die aanleer van Afrikaans te help.

Studente word ook bekendgestel aan 'n verskeidenheid Afrikaanse kulturele gebruike wat wissel van respek en ordentlikheid, familieverhoudinge, vorme van groet en verneem na ander se welstand tot spesifieke gebruike rondom geslag.

Continuous assessment

Home department: CURRICULUM STUDIES

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

Hierdie inleidende module oor kommunikasie in Afrikaans is ontwerp om studente in staat te stel om 'n gesprek te inisieer en aan die gang te hou, om inligting te vra en te voorsien, om verduidelikings, instruksies, aanwysings te gee, versoeke te rig en op versoeke te reageer in die geteikende taal, met die fokus op situasies in die skool, tuis by familie en by alledaagse omgang.

Studente word blootgestel aan basiese lees en skryfvaardighede rakende situasies wat in die modules behandel word en ten einde hulle met die aanleer van Afrikaans te help.

Studente word ook bekendgestel aan 'n verskeidenheid Afrikaanse kulturele gebruike wat wissel van respek en ordentlikheid, familieverhoudinge, vorme van groet en verneem na ander se welstand tot spesifieke gebruike rondom geslag.

Continuous assessment

Home department: CURRICULUM STUDIES

10103 AFRIKAANSMEDIUM [PGCE]				
772	**6**	**Afrikaansmedium**		**A**

Doeltreffende gebruik van Afrikaans as voertaal en onderrigmedium.

Spraakhulp aan studente wat dit nodig het.

Continuous assessment

Home department: CURRICULUM STUDIES

24007 AFRIKAANS (OND) (ISP)				
278	**15**	**Afrikaans**	3L	**A**

Benaderings tot taalonderrig, kommunikatiewe taalonderrig.

Verkenning van leeruitkomste en assesseringstandaarde.

Visuele en kulturele geletterdheid, teksdinamika.

Inleiding tot assessering binne taal.

 PP Afrikaans en Nederlands 178 or

 PP Afrikaans Language Acquisition 178

Home department: CURRICULUM STUDIES

378	20	**Afrikaans**	4L	**A**

Tradisionele literatuur, kurrikulering, illustrasie en prenteboeke, woordeboek- en multi-mediagebruik in taalonderrig, kinderpoësie.
Kreatiwiteit en teksproduksie.
Addisionele taalonderrig
PP Afrikaans (Ond) (ISP) 278
Home department: CURRICULUM STUDIES

478	20	**Afrikaans**	4L	**A**

Jeugliteratuur, skryfonderrig, kurrikulering, rekenaarondersteunde taalonderrig, kreatiwi-teit en teksproduksie.
Verdere verkenning van leeruitkomste, assesseringstandaarde en assessering binne taal-konteks.
Addisionele taalonderrig.
Teoretiese verantwoording vir onderrigbenadering (epistemologie).
Beplanning en assessering binne taalkonteks.
Evaluering van leer-, onderrig- en ondersteuningsmateriaal.
PP Afrikaans (Ond) (ISP) 378
Home department: CURRICULUM STUDIES

54828 AFRIKAANS (OND) (FP)				
284	**15**	**Afrikaans**	3L	**A**

Konseptualisering van taalgeletterdheid.
Die taalgeletterdheidsprogram in die grondslagfase.
Visuele en kulturele geletterdheid, teksdinamika.
Verskillende aspekte van taalgeletterdheidsonderrig binne konteks van UGO as inleiding.
Perseptuele ontwikkeling.
Aanvangsleesbenaderings.
Beplanning en assessering vir die taalgeletterdheidsleerprogram, werkskedules en les-planne.
PP Afrikaans en Nederlands 178 or
PP Afrikaans Language Acquisition 178
Home department: CURRICULUM STUDIES

384	**15**	**Afrikaans**	3L	**A**

Teoretiese begronding.
Kulturele geletterdheid.
Tekste in die grondslagfase.
Kritiese geletterdheid.
Verskillende aspekte van die taalgeletterdheidsonderrig binne die konteks van UGO.
Beplanning en assessering vir die taalgeletterdheidsprogram, werkskedules en lesplanne.
PP Afrikaans (Ond) (FP) 284
Home department: CURRICULUM STUDIES

484	15	**Afrikaans**	3L	**A**
Benaderings tot taalgeletterdheidonderrig. Verskillende aspekte van taalgeletterdheidsonderrig binne die konteks van UGO. Beplanning en assessering vir die taalgeletterdheidleerprogram, werkskedules en lesplanne. Evaluering van leer-, onderrig- en ondersteuningsmateriaal. *PP Afrikaans (Ond) (FP) 384* Home department: CURRICULUM STUDIES				

61484 AFRIKAANS-ONDERWYS (SKOOLVAK)				
872	40	**Afrikaans-onderwys-spesialisering [MEd (Curriculum Studies)]**		**T**
Afrikaans-onderwys. Home department: CURRICULUM STUDIES				

61905 APPLIED COMPUTER SCIENCE (SEC ED) [ACE]				
771	21	**Applied Computer Science First year**		**T**
Home department: CURRICULUM STUDIES				
781	14	**Applied Computer Science Second year**		**T**
Home department: CURRICULUM STUDIES				

61433 APPLIED EXERCISE PHYSIOLOGY				
714	12	**Applied exercise physiology [BScHons (Sport Science)]**		**T**
Applied exercise physiology. Home department: SPORT SCIENCE				

54429 APPLIED KINESIOLOGY				
312	12	**Scientific Base of Sport Coaching**	2L, 2P	**A**
Apply the principles that influence fitness and skills development to the design of sport specific programmes; understand the role and responsibilities of the coach; incorporate scientific principles in the organisation of a training year. *PP Kinesiology 182 or* *PP Sport Science 184* Home department: SPORT SCIENCE				
314	12	**Scientific Base of the Fitness Industry**	2L, 2P	**A**
BA and BSc The scientific base of the health, exercise and fitness industry; national and international trends in the fitness industry; structure of the fitness industry in SA; presentation and analysis of exercise regimes;				

exercise programme planning; compilation and management of exercise programmes; medical considerations for the fitness industry; assessment strategies in exercise and fitness; presentation and conducting various health and fitness tests.
Home department: SPORT SCIENCE

324	12	**Principles of Adapted Movement**	2L, 2P	**A**

Value of participation of disabled persons; assessing the performance of persons with disabilities; problem as of participants with chronic illnesses; teaching adaptations regarding disabled persons; data collection and processing.
Home department: SPORT SCIENCE

342	12	**Coaching Strategies**	2L, 2P	**A**

Analysis of performance for strategic development; team cooperation; social behaviour in physical context; coaching tips and incentives; scientific principles of a training year; taking on the role of coach in the school or community; data collection and processing.
 PP Kinesiology 182 or
 PP Sport Science 184
Home department: SPORT SCIENCE

344	12	**Sport and Recreation for Persons with Disabilities**	2L, 2P	**A**

Sport classification for participation; competition opportunities for persons with disabilities; adaptation of rules and special requirements regarding sports types for persons with disabilities; support of sport development and recreations programmes in special schools and communities; conclusions of research for professional applications.
Home department: SPORT SCIENCE

352	12	**Exercise and Fitness Training**	2L, 2P	**A**

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

48461 APPLIED MATHEMATICS (SEC ED) [ACE]				
772	14	**Applied Mathematics (Mathematical Literacy)**		**T**

Structure and properties of polygons and 3D objects; Distance, area and volume; Pythagoras' Theorem; Units of measurement; Scale drawings.
Home department: CURRICULUM STUDIES

773	10	**Applied Mathematics (Mathematical Sciences) (FET)**		

Volume and surface area; Analytical geometry; Trigonometry; Similarity; Congruence; Transformations.
Home department: CURRICULUM STUDIES

774	10	**Applied Mathematics (Mathematical Sciences) (Senior)**		

Angles; Symmetry; Measurement; Geometric solids; Position and line of vision.
Home department: CURRICULUM STUDIES

51454 ARTS AND CULTURE (ED)				
278	10	**Music and art (ISP)**	2L, 2P	**A**

1. Applied two-dimensional and three-dimensional art. Apply knowledge, techniques and technical skills to create and be critically involved in the processes and products of arts and culture. Classroom practice.
2. Music and dance in education, creative activities, playing instruments in groups, movement and dance.
Continuous assessment
Home department: CURRICULUM STUDIES

288	10	**Music and art (FP)**	2L, 2P	**A**

1. Applied two-dimensional and three-dimensional art. Apply knowledge, techniques and technical skills to create and be critically involved in the processes and products of arts and culture. Classroom practice.
2. Music and dance in education, creative activities, playing instruments in groups, movement and dance.
Continuous assessment
Home department: CURRICULUM STUDIES

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

Drama: specific outcomes, learning programme guidelines, assessment criteria and standards, as well as introductory practical training in related drama practices.
Sport Science: dance (social, artistic and movement forms) as educational and creative learning and cultural experience in Afro-centric and international contexts.
Continuous assessment
Home department: CURRICULUM STUDIES

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

Drama: specific outcomes, learning programme guidelines, assessment criteria and standards, as well as introductory practical training in related drama practices.
Sport Science: dance (social, artistic and movement forms) as educational and creative learning and cultural experience in Afro-centric and international contexts.
Continuous assessment
Home department: CURRICULUM STUDIES

57088 ARTS EDUCATION (ACE)				
772	24	**Arts Education**		

Drama, visual arts.
Home department: MUSIC

782	12	**Arts Education**		

Drama, visual arts.
Home department: MUSIC

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

Assessment in higher education:
- Purposes and types of assessment
- Principles of sound assessment
- Impact of assessment on learning
- Assessment methods
- Constructive alignment
- Educational evaluation
- Critical reflection.
- Core module
Home department: CURRICULUM STUDIES

60941 ASSESSMENT AND EVALUATION IN HIGHER EDUCATION				
875	**10**	**Assessment [MPhil (Higher Education)]**		**T**

Assessment and evaluation in higher education.
Home department: CURRICULUM STUDIES

60976 BIOKINETICS PRACTICE				
772	**20**	**Biokinetics Practice [BScHons (Biokinetics)]**		**T**

Biokinetics practice.
Home department: SPORT SCIENCE

56340 BIOMECHANICS				
712	**12**	**Biomechanics [BScHons (Sport Science)]**		

Biomechanics.
Home department: SPORT SCIENCE

48364 BOTANY (SEC ED) [ACE]				
772	**22**	**Botany**		**T**

Cytology, photosynthesis, anatomy and morphology, taxonomy, ecology, computer literacy, scientific language competence.
Home department: CURRICULUM STUDIES

61514 CHEMISTRY (LIFE SCIENCES) [ACE]				
772	**8**	**Inorganic and organic**		**T**

Introduction to biological compounds; Inorganic chemistry; Organic chemistry.
Home department: CURRICULUM STUDIES

48402 CHEMISTRY (SEC ED) [ACE]

772	22	Chemistry		T

Matter and materials: Macroscopic interpretation of matter, the atom, microscopic interpretation of matter, atom combinations, organic chemistry.
Chemical change: Physical and chemical change; Energy and chemical change.
Home department: CURRICULUM STUDIES

782	18	Chemistry		T

Chemical change: Quantitative aspects of chemical change, chemical equilibrium, types of chemical reactions, electrochemical reactions.
Chemical systems: Global cycles, hydrosphere, lithosphere, atmosphere, inorganic chemical industry.
Home department: CURRICULUM STUDIES

64823 CHILD AND ADULT PSYCHOPATHOLOGY

873	20	Child and Adult Psychopathology [MEd (Psych)]		T

- Psychopathology: a multidimensional integrated model
- Child psychopathology
- Adult psychopathology
Home department: EDUCATIONAL PSYCHOLOGY

12899 CITIZENSHIP, SOCIAL INCLUSION AND DIFFERENCE

791	30	Citizenship, social inclusion and difference in higher education [PGDip (Higher Education) (Teaching and Learning)]		T

Students will cover a range of:

- Theoretical approaches based on social justice (recognition, distribution and representation; capabilities approach) and critical theory (including critical race theory)
- Related research approaches (participatory learning and action, writing and representation, including biography and auto-ethnography)
- Related teaching approaches (critical pedagogy; pedagogy of discomfort; performativity).

Elective module
Home department: CURRICULUM STUDIES

12293 COGNITIVE EDUCATION

764	18	Cognitive Education [BEdHons]		T

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

61042 COMMUNITY EDUCATION				
875	**10**	**Community education [MPhil (Education and Training for Lifelong Learning)]**		**T**
Community education. Home department: CURRICULUM STUDIES				

61441 COMPARATIVE AND INTERNATIONAL EDUCATION STUDIES				
872	**18**	**Comparative and international education studies [MEd (Education Policy Studies)]**		**T**
Comparative and international. Home department: EDUCATION POLICY STUDIES				

26506 COMPARATIVE EDUCATION				
764	**18**	**Comparative Education [BEdHons]**		
Theory, methods and themes in Comparative Education. Globalisation and international perspectives. A comparative international perspective on a selection of relevant developments in education, e.g. democratisation, educational transformation, centralisation and de-centralisation, gender studies, qualification and assessment, technological advancement, sustainable development. Critical perspectives on education systems, education policy and contemporary educational priorities. Home department: EDUCATION POLICY STUDIES				

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

51500 COMPUTER LITERACY (SEC ED) [ACE]				
771	**7**	**Computer Literacy First year**		**T**
Presentation skills (PowerPoint). Integration skills. Home department: CURRICULUM STUDIES				
772	**21**	**Computer Literacy First year**		**T**
Presentation skills (PowerPoint). Integration skills. Home department: CURRICULUM STUDIES				
781	**14**	**Computer Literacy Second year**		**T**
Home department: CURRICULUM STUDIES				

61883 COMPUTER SCIENCE (SEC ED) [ACE]				
771	**27**	**Computer Science First year**		**T**

Data encoding; programming in chosen programming language; simple data types, strings, expressions, loops, input/output; formulation and programming of algorithms, documentation and debugging of programmes, methods (sub-programmes) and parameters; classes and objects.
Home department: CURRICULUM STUDIES

781	**27**	**Computer Science Second year**		**T**

Interfacing, inherited attributes, polymorphism; graphic user interfacing (GUIs), events; recursion, search and sorting methods; data structures: linked lists, stacks, queues, binary search trees.
Home department: CURRICULUM STUDIES

45810 COMPUTER USE (ED) [PGCE]				
774	**6**	**Computer Use**		**T**

The development of interactive web-based education programmes.
(This is a compulsory semi-self-study module.)
Continuous assessment
Home department: CURRICULUM STUDIES

51497 COMPUTING PRINCIPLES (SEC ED) [ACE]				
771	**27**	**Computing Principles**		**T**

Computing principles.
Home department: CURRICULUM STUDIES

781	**27**	**Computing Principles**		**T**

Computing principles.
Home department: CURRICULUM STUDIES

61468 CONTINUING PROFESSIONAL EDUCATION				
875	**10**	**Perspectives [MPhil (Education and Training for Lifelong Learning)]**		**T**

Perspectives.
Home department: CURRICULUM STUDIES

54569 CORE MODULE				
734	**12**	**Core module [BEdHons]**		

Education as a response to the current South African environment, education as a process of transformation: critical thinking transformation, the individual, society and agency, education and change.
Home department: CURRICULUM STUDIES

12295 COUNSELLING

775	24	**Counselling [BEdHons]**		**T**

Theoretical framework and counselling skills for diverse communities
Home department: EDUCATIONAL PSYCHOLOGY

12296 COUNSELLING PRACTICE

771	48	**Counselling Practice [BEdHons]**		**T**

- Ethical and policy framework
- Project and programme development
- Community Psychology
- Practicum

Home department: EDUCATIONAL PSYCHOLOGY

64815 CURRENT TOPICS IN SPORT AND EXERCISE SCIENCE

721	12	**Current topics in Sport and Exercise Science [BScHons (Sport Science)]**		**T**

On each topic: recent research, international perspectives, professional application, current status in South Africa.
Home department: SPORT SCIENCE

751	12	**Current topics in Sport and Exercise Science [BScHons (Sport Science)]**		**T**

On each topic: recent research, international perspectives, professional application, current status in South Africa.
Home department: SPORT SCIENCE

61085 CURRICULUM AND PROGRAMME DESIGN IN HIGHER EDUCATION

875	10	**Design [MPhil (Higher Education)]**		**T**

Programme design in higher education.
Home department: CURRICULUM STUDIES

54526 CURRICULUM STUDIES

144	10	**Curriculum Studies**	2L, 1T	**A**

Introduction to Curriculum Studies: the concept of curriculum, curriculum and trans-formation, curriculum principles, assessment and evaluation.
Key concepts in curriculum frameworks: knowledge, source material, learners and teachers.
Curriculum strategies, teaching and learning strategies.
Home department: CURRICULUM STUDIES

478	20	**Assessment and Research (Practice) (ISP)**	3L, 1T	**A**
Assessment practice: theoretical underpinnings. Implementation of strategies. Professional training of assessors. Curriculum research: introduction to the relevant research approaches and research reporting. Teachers as curriculum developers and researchers (linked to projects and school visits). *Continuous assessment* Home department: CURRICULUM STUDIES				
488	20	**Assessment and Research (Practice) (FP)**	3L, 1T	**A**
Assessment practice: theoretical underpinnings. Implementation of strategies. Professional training of assessors. Curriculum research: introduction to the relevant research approaches and research reporting. Teachers as curriculum developers and researchers (linked to projects and school visits). *Continuous assessment* Home department: CURRICULUM STUDIES				
774	12	**Curriculum Studies [PGCE]**		**T**

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

812	25	**Introduction [MEd (Curriculum Studies)]**		**T**
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)]**		**T**
Curriculum Studies. Home department: CURRICULUM STUDIES				

879	180	**Anchor Module: Curriculum Studies [MEd]**		**T**

Further particulars are provided under the alphabetically-listed subjects in the programme.
Home department: CURRICULUM STUDIES

CURRICULUM STUDIES (Specialisation) [PGCE]				
Responsible department: Curriculum Studies				
774	12	**Curriculum Studies (Specialisation)**	2L	T

The following generic contents applies to all of the Curriculum Studies modules listed below:
Perspectives on the subject
Principles of teaching and learning
Instructional planning and the presentation of subject matter
Educational technology
Methodology
Evaluation (assessment)
Innovative trends in the subject area
Learning theories specific to this subject
Laboratory organisation, administration and safety (sciences only)
Practical work in the subject (where applicable)
NB: Curriculum Studies modules which do not follow this pattern are listed alphabetically after Curriculum Studies (Xhosa).

61778 CURRICULUM STUDIES (ACCOUNTING) [PGCE]				
774	12	**Curriculum Studies (Accounting)**		**T**

Continuous assessment
Home department: CURRICULUM STUDIES

61689 CURRICULUM STUDIES (ART) [PGCE]				
774	12	**Curriculum Studies (Art)**		**T**

Continuous assessment
Home department: CURRICULUM STUDIES

65846 CURRICULUM STUDIES (BUSINESS STUDIES) [PGCE]				
774	12	**Curriculum Studies (Business Studies)**		**T**

Continuous assessment
Home department: CURRICULUM STUDIES

61638 CURRICULUM STUDIES (ECONOMICS) [PGCE]				
774	12	**Curriculum Studies (Economics)**		**T**

Continuous assessment
Home department: CURRICULUM STUDIES

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

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

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

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

61719 CURRICULUM STUDIES (LIFE SCIENCES) [PGCE]				
774	**12**	**Curriculum Studies (Life Sciences)**		**T**
Continuous assessment				
Home department: CURRICULUM STUDIES				

61808 CURRICULUM STUDIES (MATHEMATICS) [PGCE]				
774	**12**	**Curriculum Studies (Mathematics)**		**T**
Continuous assessment				
Home department: CURRICULUM STUDIES				

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

66478 CURRICULUM STUDIES (PHYSICAL SCIENCES) [PGCE]				
774	**12**	**Curriculum Studies (Physical Sciences)**		**T**
Continuous assessment				
Home department: CURRICULUM STUDIES				

61743 CURRICULUM STUDIES (PHYSICS AND CHEMISTRY)

61743 - 774	12	Curriculum Studies (Natural Sciences)		T

Continuous assessment
Home department: CURRICULUM STUDIES

61786 CURRICULUM STUDIES (RELIGIOUS STUDIES) [PGCE]

774	12	Curriculum Studies (Religion Studies)		T

Home department: CURRICULUM STUDIES

61824 CUIRRICULUM STUDIES (XHOSA) [PGCE]

774	12	Curriculum Studies (Xhosa)		T

Home department: CURRICULUM STUDIES

61581 CURRICULUM STUDIES (AFRIKAANS) [PGCE]

774	12	Kurrikulumstudie (Afrikaans)		A

Uitkomsgebaseerde onderwys, benaderings tot taalonderrig, kommunikatiewe taal-onderrig, visuele en kulturele geletterdheid, teksdinamika, rekenaarondersteunde taalonderrig, kreatiwiteit en teksproduksie, skryfonderrig, jeugliteratuur, letterkunde-onderrig.
 PP Afrikaans en Nederlands 278 or
 PP Afrikaans (Ond) (ISP) 278
Home department: CURRICULUM STUDIES

61646 CURRICULUM STUDIES (ENGLISH) [PGCE]

774	12	Curriculum Studies (English Method)		E

 Methodology of English as a main language.
The development of integrated programmes.
Methodology of English as an additional language.
Continuous assessment
 PP English Studies 278 or
 PP Applied English Language Studies 278
Home department: CURRICULUM STUDIES

12473 CURRICULUM STUDIES (LIFE ORIENTATION): PHYSICAL EDUCATION

774	12	**Curriculum Studies [Life Orientation (Physical Education)]**		**T**

Outcomes-based education
Life Orientation within the National Curriculum Statement
Professional skills expected from a Physical Education teacher
Life Orientation (Physical Education) learning programme
Design learning programmes
Human interaction and the environment
Cultural and religious diversity in South Africa
Sustainable lifestyles
HIV/Aids education
Continuous assessment
Home department: SPORT SCIENCE

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

774	12	**Curriculum Studies [Life Orientation (Educational Psychology)]**		**T**

Human interactions and the environment
Sustainable life styles
Cultural and religious diversity in South Africa
HIV and AIDS education
Health and well-being
Life-skills education
Career education
Continuous assessment
Home department: EDUCATIONAL PSYCHOLOGY

61816 CURRICULUM STUDIES (MATHEMATICAL LITERACY) [PGCE]

774	12	**Curriculum Studies (Mathematical Literacy)**		**T**

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

central values, probability concepts.
Technology
Use of information technology as medium of learning and teaching, including the use of Excel, graphic pocket calculators, graphic programs such as Graphmatica, dynamic geometry programs such as Geometer's Sketchpad and Logo, and other programs such as the statistic regression program CurveExpert. The use of Internet sources.
Subject-didactic Content
Constructivist learning theory.
Classroom culture of problem-centred teaching.
Learner problems in the mastery of algebra, geometry, probability analysis of learning material.
Formative and summative assessment
Continuous assessment
Home department: CURRICULUM STUDIES

61794 CURRICULUM STUDIES (SPEECH AND DRAMA) [PGCE]

774	12	**Curriculum Studies (Speech and Drama)**		**T**

Historical perspective, conventions of drama, the Arts and Culture learning area, extra-curricular drama activities.
Home department: CURRICULUM STUDIES

61522 DATA HANDLING (PHYSICAL SCIENCES) [ACE]

782	4	**Data Management**		**T**

Data collection, data processing, terminology, graphs, interpreting graphs, estimates and the application of data handling in Chemistry and Physics.
Home department: CURRICULUM STUDIES

61263 DEVELOPMENT AND SUPPORT

875	30	**Development and Support [MEd (Psych)]**		**T**

- Learners with specific learning problems
- Development and learning support
- Development and psychotherapy
- High-risk learners
- Facilitation and development in school and community contexts
- Career development

Home department: EDUCATIONAL PSYCHOLOGY

63576 DIDACTICS (EDUCATION RENEWAL)

734	18	**Didactics (teaching renewal) [BEdHons]**		

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

63584 DIDACTICS (INSTRUCTIONAL LEADERSHIP)

764	18	**Didactics (instructional leadership) [BEdHons]**		

Leadership and instructional leadership, the relation between leadership and instructional leadership, didactic transformation and effective school leadership, instructional development, leadership for quality education.
Teaching of thinking skills
- Didactic strategies
- A survey of thinking skills programmes
- Curriculum development
- The relationship between curriculum components
- Function of curriculum development in effective didactic situations
- Potential leadership functions
- The empowerment of the teacher as a curriculum functionary
Home department: CURRICULUM STUDIES

47519 DIDACTICS (LITERACY EDUCATION, LEADERSHIP AND MANAGEMENT)

734	18	**Literacy education, leadership and management [BedHons]**		T

Theoretical underpinnings of different kinds of literacy.
Effective adult-directed communication and learning
Reflection on teaching experience and epistemology
Teaching approaches to literacy across the curriculum.
The teacher as literacy leader
Home department: CURRICULUM STUDIES

764	18	**Literacy education, leadership and management [BEdHons]**		T

Teaching and learning strategies to facilitate literacy, cultural diversity, critical thinking
Evaluation of current teaching approaches and materials.
Curriculum development and formative assessment.
Coaching as a model for effective learning.
A school wide literacy approach.
The school literacy plan.

P Didactics (Literacy Education, Leadership and Management) 734
Home department: CURRICULUM STUDIES

43346 DIDACTICS (SUBJECT DIDACTICS) (ALSO REFER TO SUBJECT DIDACTICS OF AFRIKAANS, ENGLISH, MATHEMATICS)					
734	**18**	**Subject Didactics [BEdHons]**			

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

Home department: CURRICULUM STUDIES

764	**18**	**Subject Didactics (BEdHons)**			

Assessment and evaluation, trends in renewal, problems of mastery, role of language and culture in subject education, research methods.

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

Home department: CURRICULUM STUDIES

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

Spesialisering in teoretiese verkenning van een van die volgende:
Literatuuronderrig, wat insluit:
- Literatuuronderrig in VOO-fase
- Kinderliteratuur
- Jeugliteratuur
- Biblioterapie
- Leesmotivering, leesondersteuning en leesonderrig

Taalonderrig, wat insluit:
- Huistaalonderrig en -assessering in VOO-fase
- Addisionele taalonderrig en -assessering
- Rekenaarondersteunde taalonderrig

Skryfonderrig, wat insluit:
- Kreatiewe skryfonderrig
- Teksdinamika, visuele en kulturele geletterdheid
- Ontwikkeling van kritiese en kreatiewe denke

Geletterdheidsonderrig

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

Home department: CURRICULUM STUDIES

764	18	**Vakdidaktiek Afrikaans (BEdHons)**		

Mini-navorsingsgeleentheid met toepassing van teoretiese verkenning in toepaslike skoolsituasie.

P Didactics (Subject Didactics of Afrikaans) 734
Home department: CURRICULUM STUDIES

57029 DIDACTICS (SUBJECT DIDACTICS OF ENGLISH)

734	18	**English language teaching in a global perspective [BEdHons]**		E

The module is usually steered in one of four directions, depending on students' interests:
- World Englishes and English language teaching.
- English as a language of learning and teaching.
- English for specific purposes and English for academic purposes.

Research papers must be completed on these aspects of English language teaching.
Home department: CURRICULUM STUDIES

57037 DIDACTICS (SUBJECT DIDACTICS OF MATHEMATICS)

734	18	**Subject Didactics: Mathematics [BEdHons]**		

Perspectives on the nature of mathematics and learning and teaching mathematics, problem-solving and problem-based teaching and learning, diagnostic teaching.
Home department: CURRICULUM STUDIES

764	18	**Subject Didactics: Mathematics (BEdHons)**		

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

P Didactics (Subject Didactics of Mathematics) 734
Home department: CURRICULUM STUDIES

61530 DIVERSITY AND INCLUSIVITY [PGCE]

774	12	**Diversity and inclusivity**		T

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

Main themes:
Diversity and inclusivity in schools from a 'Sociology of Education' perspective
The school as institutional perspective
Exploration of the relationship between education and society
Home department: EDUCATION POLICY STUDIES

59196 ECONOMIC AND MANAGEMENT SCIENCES (ED)

178	10	**Economic and Management Sciences (ISP and FP)**	2L	T

Economic cycle – excluding the foreign sector.
Entrepreneurship and entrepreneurial skills.
Degree-related application of learning content.
Assessment skills.
Integration with other learning areas.
Home department: CURRICULUM STUDIES

278	15	**Economic and Management Sciences (ISP)**	3L	A

Familiarity with EMS – RNCS policy document, content, scope of the learning area.
Familiarity with a variety of economic and management topics such as budgeting, the share market, market research, marketing, business management, sales, clients, management of relationships, environmental management and sustainable development.
Demonstrate the ability to interpret the learning outcomes and assessment standards of the learning area and to apply them to the content.
Demonstrate insight into and skill in the development of modules.
 PP Economic and Management Sciences (Ed) 178
Home department: CURRICULUM STUDIES

378	20	**Economic and Management Sciences (ISP)**	4L	A

Economic cycle – including the foreign sector
Management, consumer and financial knowledge and skills
Degree-related application of learning content
Presentation skills.
 PP Economic and Management Sciences (Ed) 278
Home department: CURRICULUM STUDIES

478	20	**Economic and Management Sciences (ISP)**	4L	A

Sustainable growth and development
Degree-related application of learning content
In-depth scrutiny of the Revised National Curriculum Statement, the Learning. Area
Framework and the Assessment Guidelines.
 PP Economic and Management Sciences (Ed) 378
Home department: CURRICULUM STUDIES

61271 EDUCATIONAL AND PSYCHOLOGICAL ASSESSMENT

874	20	**Assessment [MEd (Psych)]**		**T**

- Educational assessment
- Psychological assessment
- Report writing in Educational Psychology
- Assessment for career development

Home department: EDUCATIONAL PSYCHOLOGY

12294 EDUCATIONAL-PSYCHOLOGICAL ASSESSMENT

734	18	**Educational-psychological Assessment [BEdHons]**		**T**

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

Home department: EDUCATIONAL PSYCHOLOGY

21903 EDUCATIONAL PSYCHOLOGY

124	10	**Development and learning**	2L, 1T	**A**

Contextualisation of child and adolescent development. Child and adolescent development, including theoretical perspectives and developmental dimensions.
Learning theories
Sport Science: physical growth and developmental phases in the pre-school, middle and older child.
Home department: EDUCATIONAL PSYCHOLOGY

378	20	**Learner Diversity (ISP)**	2L, 1T	**A**

The theoretical perspectives.
The continuum of barriers to learning and development.
Inclusive education.
Intrinsic and extrinsic barriers.
The culture and management of the inclusive classroom.
Partnerships between the family, school and community.
Home department: EDUCATIONAL PSYCHOLOGY

388	20	**Learner Diversity (FP)**	2L, 1T	**A**

The theoretical perspectives.
The continuum of barriers to learning and development.
Inclusive education.
Intrinsic and extrinsic barriers.
The culture and management of the inclusive classroom.
Partnerships between the family, school and community.
Home department: EDUCATIONAL PSYCHOLOGY

414	15	**Assessment and learning support (ISP and FP)**	2L, 1T	**A**

Educational assessment with an emphasis on curriculum-based assessment for screening, identification and support of barriers.
Learning support, including the asset-based approach.

Constructivist teaching principles.
Learning and thinking styles.
Supporting literacy and supporting Mathematics.
Basic counselling skills for teachers.
Home department: EDUCATIONAL PSYCHOLOGY

54623 EDUCATIONAL PSYCHOLOGY

877	240	**Educational Psychology [MEd (Psych)]**		**T**

Further particulars are provided under the alphabetically-listed subjects of the programme.
Home department: EDUCATIONAL PSYCHOLOGY

61298 EDUCATIONAL RESEARCH

764	12	**General educational research [BEdHons]**		**T**

- Introduction to Educational Research
- Theoretical/philosophical aspects of educational research
- Qualitative research methods in Education
- Quantitative research methods in Education

Home department: CURRICULUM STUDIES

813	25	**Research [MEd (Curriculum Studies)]**		**T**

Educational Research
Home department: CURRICULUM STUDIES

65811 EDUCATIONAL SUPPORT

879	180	**Educational Support [MEd]**		**T**

Further particulars are provided under the alphabetically-listed subjects of the programme.
Home department: EDUCATIONAL PSYCHOLOGY

12471 EDUCATION AND SOCIETY

764	18	**Education and society [BEdHons]**		**T**

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

Home department: EDUCATION POLICY STUDIES

54577 EDUCATION AND TRAINING FOR LIFELONG LEARNING

879	180	Education and training for lifelong learning [MPhil]		T

Further particulars are provided in the alphabetically-listed subjects of the programme.
Home department: CURRICULUM STUDIES

61875 EDUCATION GOVERNANCE, LEADERSHIP AND MANAGEMENT [PGCE]

774	12	Perspectives on the education system		T

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

49255 EDUCATION MANAGEMENT

734	18	Education management [BEdHons]		

Contemporary challenges facing education managers.
Changing patterns in education management.
Skills needed for effective education management: conceptualising the effective educational institution, policy and planning, strategies and structures, decision-making, working with people, finances and budgeting, leadership, power and empowerment.
Home department: EDUCATION POLICY STUDIES

61255 EDUCATION MANAGEMENT, LEADERSHIP AND POLICY

872	18	Education Management, Leadership and Policy [MEd (Education Policy Studies)]		T

Discussion of themes in education management and educational leadership, including leadership and change, management, governance and governing bodies, people, leadership in the organisation.
Home department: EDUCATION POLICY STUDIES

47529 EDUCATION ORGANISATION MANAGEMENT

734	18	Education organisation management [BEdHons]		T

Organisational culture and climate, management of organisational change, the school as an organisation in the South African context, diversity and internationalisation.
Home department: EDUCATION POLICY STUDIES

50261 EDUCATION POLICY STUDIES				
764	**18**	**Education Policy Studies [BEdHons]**		
The nature and origin of education policy, with specific reference to the transformation of education in South Africa, processes of policy shaping, policy analysis, implementation of macro- and micropolicy, evaluation of policy, the practitioner as policy analyst, contexts of education policy and globalisation of education, education policy methodologies, reflection – education policy practices and epistemological shifts, the democratisation of education policy practices. Home department: EDUCATION POLICY STUDIES				
879	**180**	**Education Policy Studies [MEd]**		**T**
Further particulars are provided in the alphabetically-listed subjects of the programme. Home department: EDUCATION POLICY STUDIES				

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

24015 ENGLISH (ED) [ISP]				
278	**15**	**English**	3L	**E**
Introduction to approaches and methods of English language teaching suitable for the intermediate and senior phases in a multilingual South Africa. The structure of English. Study of a variety of literary and academic texts. *Continuous assessment* *PP English Studies 178* Home department: CURRICULUM STUDIES				
378	**20**	**English**	4L	**E**
English language teaching methodology: the development of a comprehensive literacy programme to help learners develop as critical readers, writers and language users. Children's literature. Lesson planning and materials development and adaptation. Extensive reading programme. Continuous assessment *PP English (Ed) [ISP] 278* Home department: CURRICULUM STUDIES				

478	20	**English**	4L	**E**

English language teaching methodology: the development of a comprehensive literacy programme to help learners develop advanced literacy skills through text analysis and composition.
Children's literature.
Lesson planning, materials development and adaptation.
Extensive reading programme.

Continuous assessment
 PP English (Ed) [ISP] 378
Home department: CURRICULUM STUDIES

54836 ENGLISH (ED) [FP]				
284	15	**English**	3L	**E**

Introduction to approaches to and methods of English language teaching suitable for the Foundation Phase in a multilingual South Africa.
The structure of English.
Study of a variety of literary and academic texts.
Continuous assessment
 PP English Studies 178
Home department: CURRICULUM STUDIES

384	15	**English**	3L	**E**

English language teaching methodology: The development of a well-balanced language teaching programme with a strong focus on developing literacy and developing materials at emergent and early levels.
Children's literature.
Extensive reading programme.
Continuous assessment
 PP English (Ed) [FP] 284
Home department: CURRICULUM STUDIES

484	15	**English**	3L	**E**

English language teaching methodology: The development of a well-balanced language teaching programme with a strong focus on consolidating and extending literacy competence and developing materials to achieve fluency and autonomy.
Children's literature.
Extensive reading programme.
Continuous assessment
 PP English (Ed) [FP] 384
Home department: CURRICULUM STUDIES

61549 ENGLISH EDUCATION (SCHOOL SUBJECT)				
872	40	**Specialisation in English language education [MEd (Curriculum Studies)]**		**T**

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

12769 ENGLISH MEDIUM [PGCE]

772	6	**English Medium**		**E**

The effective use of English as a tool of communication and as a medium of instruction.
Continuous assessment
Home department: CURRICULUM STUDIES

53880 ENGLISH STUDIES

178	24	**Language and Literature in Context**	1L, 2S	

The module is designed to develop the student's ability to analyse a wide variety of texts and to communicate effectively in written and spoken English. The focus is on cultural and literary studies and on the development of an appropriate academic discourse. A description of the components listed below and the list of texts are provided in the Course Prospectus, available from the Department. The module is taught by means of one lecture and two small group seminars per week

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

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

Notes

1. The Department follows a system of continuous assessment, with marks accruing from formal tests and tutorial written work which includes essays. See Course Prospectus for details.

2. The pass mark for English 178 is 50%, with a sub-minimum of 50% required in the test component of the final mark, and a sub-minimum of 50% required in the essay/tutorial mark component of the final mark.

3. Full details of the modules may be found in the Course Prospectus, available from the Department, or on the Department's website at http://www.sun.ac.za/english/.

Home department: ENGLISH

278	32	**Reading Literature and Culture**	3L, 1S	

The module focuses on prevalent themes and developments in Early Modern and Enlightenment literature, and on the way in which historically and culturally specific preoccupations develop across time and in different places. Of particular interest here is the idea and uses of periodicity in literary studies. Given our location in South Africa (and the African continent), the period from the 16th to the late 19th centuries is of

special interest, as it involved enormous European expansion and the colonisation of large parts of the globe. This module attends to the contestation and transformation of concepts and genres during this period as they travelled to new places and encountered different ways of thinking. By exploring themes related, amongst others, to emergent urban cultures, the rise of the autonomous subject, the confessional self, travel and encounters with others, the course maps the literary dissemination of ideas and forms in an increasingly interconnected world. The module is taught by means of lectures and seminars (in the case of second semester seminars students are able to choose from a range of topics as set out in the Course Prospectus).

Notes

1. The Department follows a system of continuous assessment, with marks accruing from formal tests and tutorial written work which includes essays. See Course Prospectus for details.

2. The pass mark for English 278 is 50%, with a sub-minimum of 50% required in the test component of the final mark, and a sub-minimum of 50% required in the essay/tutorial mark component of the final mark.

3. Full details of the module may be found in the Course Prospectus, available from the Department, or on the Department's website at: http://www.sun.ac.za/english/

PP English Studies 178
Home department: ENGLISH

49204 ENVIRONMENTAL EDUCATION				
734	**18**	**Environmental Education [BEdHons]**		
Environment and crisis. Environmental Education as a response. Environmental Education and theories of education, development and assessment. Environmental Education and curriculum development: resources and programmes. Home department: CURRICULUM STUDIES				
872	**40**	**Specialisation in Environmental Education [MEd (Curriculum Studies)]**		**T**
Environmental Education. Home department: CURRICULUM STUDIES				

61018 ERGONOMICS				
775	**20**	**Ergonomics [BScHons (Biokinetics)]**		**T**
Ergonomics. Home department: SPORT SCIENCE				

61204 EXERCISE PHYSIOLOGY				
743	**12**	**Exercise physiology [BScHons (Sport Science)]**		**T**
Exercise physiology. Home department: SPORT SCIENCE				

774	20	Exercise physiology [BScHons (Biokinetics)]		T

Exercise physiology.
Home department: SPORT SCIENCE

61220 EXERCISE PSYCHOLOGY

713	12	Exercise psychology [BScHons (Sport Science)]		T

Exercise psychology.
Home department: SPORT SCIENCE

61212 EXERCISE SCIENCE

771	30	Exercise Science [BScHons (Biokinetics)]		T

Exercise science.
Home department: SPORT SCIENCE

61026 FACILITATION SKILLS

875	20	Perspectives [MPhil Education and Training for Lifelong Learning]		T

Perspectives.
Home department: CURRICULUM STUDIES

61050 FOUNDATIONS OF RESEARCH

875	10	Foundations [MPhil Higher Education/Education and Training for Lifelong Learning]		T

Foundations of research.
Home department: CURRICULUM STUDIES

61557 GEOGRAPHY EDUCATION (SCHOOL SUBJECT)

872	40	Specialisation in Geography Education [MEd (Curriculum Studies)]		T

Geography Education.
Home department: CURRICULUM STUDIES

49492 HIGHER EDUCATION

879	180	Name of programme: Higher Education [MPhil]		T

Further particulars are provided under the alphabetically listed subjects of the programme.
Home department: CURRICULUM STUDIES

61395 HISTORY OF SPORT				
745	**12**	**Sport history [BScHons (Sport Science)]**		**T**
Sport history. Home department: SPORT SCIENCE				

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

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

54461 INCLUSIVE EDUCATION				
724	**18**	**Inclusive education (BEdHons)**		**T**
- The movement towards inclusive education - Inclusive education in schools and classrooms - Support networks - Learning diversity Home department: EDUCATIONAL PSYCHOLOGY				
873	**20**	**Inclusive Education [MEd (Psych)]**		**T**
- 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				
873	**30**	**Inclusive education, assessment and learning support [MEd (Educational Support)]**		**T**
- Inclusive education - Barriers to learning				

- Assessment and learning support
Home department: EDUCATIONAL PSYCHOLOGY

53899 INFORMATION SKILLS

172	6	**Information and Computer Competence**	1L, 1P	**A & E**

Study and practice of information usage, the WWW and selected software programs – such as word processing, databases, spreadsheets and presentations – that are necessary for communication and information purposes in the humaniora.
Assessed continuously.
Home department: INFORMATION SCIENCE
Formula for Final mark: The class mark counts as the final mark.

61565 INTRODUCTION TO EDUCATIONAL RESEARCH [PGCE]

772	8	**Introduction**		**T**

Introduction and overview of research, approaches to research, research methods, the teacher as researcher.
Continuous assessment
Home department: CURRICULUM STUDIES

61999 INTRODUCTION TO RESEARCH METHODOLOGY

872	30	**Introduction to Research Methodology [MEd (Educational Support)]**		**T**

Introduction and overview of research paradigms in educational research; research designs, methods and methodology, data analysis and how to write up the research process.
Home department: EDUCATIONAL PSYCHOLOGY

61077 KINANTHROPOMETRY

715	12	**Kinanthropometry [BScHons (Sport Science)]**		**T**

Kinanthropometry.
Home department: SPORT SCIENCE

11264 KINDER KINETICS THEORY

772	12	**Kinder Kinetics [BScHons (Sport Science)]**		**T**

Gross motor development of children.
Home department: SPORT SCIENCE

19305 KINESIOLOGY

162	8	**Anatomy**	2L, 1P	**A**

Anatomical and movement terminology; structure and function of tissue types of the human body; knowledge of the human body as a unit of mobility (skeletal and muscular) structure and function; knowledge of selected supporting systems to the mobility unit.
Home department: SPORT SCIENCE

182	8	**The Sport Experience**	2L, 2P	**A**

Sport performance as a personal experience; demonstration, strategies, insight, enhancement of selected team and individual sport types played by different cultural groups in Southern Africa.
Continuous assessment
Home department: SPORT SCIENCE

312	8	**Sport Injuries**	2L	**A**

General principles and classification of sport injuries. Biomechanics of sport injuries. Overuse syndrome. Sport injuries of upper and lower limbs. Injuries in sport for persons with disabilities.
Home department: SPORT SCIENCE

332	8	**Peak Performance**	2L	**A**

Programme design through principles of classification and the application thereof on elite sport performance. Periodisation of training. Recovery strategies. Applied nutritional aspects of sport.
Home department: SPORT SCIENCE

342	8	**Sociological and Psychological Aspects of Sport Performance**	2L	**A**

Relationship between sport and social institutions; specific considerations for the coaching of children; the sport credo; sport and the media; use of specific psychological skills for enhancement of sport performance; psychometrics.
Home department: SPORT SCIENCE

352	8	**Tests and Measurement**	2L	**A**

Principles of valid and reliable assessment of fitness and sporting performance by means of statistical techniques and general assessment strategies.
Home department: SPORT SCIENCE

372	8	**Values and Ethics in Professional Applications**	2L, 2P	**A**

Education expertise; characteristics of development; curriculum models; management and communication skills and motivational strategies; design of physical activity programmes; teaching planning and presentation.
Philosophical context of physical activities; social and cultural tendencies with regards to physical activities in SA; heterogeneous groups and physical activity; moral behaviour in physical activity, sport and recreation.
Home department: SPORT SCIENCE

47531 LANGUAGE POLICY AND PLANNING IN EDUCATION

734	18	**Language policy and planning in education [BEdHons]**		**T**

SA and international contexts of language planning in education
Research into language attitudes and expectations

Development of a policy
Home department: CURRICULUM STUDIES

61093 LEADERSHIP AND MANAGEMENT OF LIFELONG LEARNING

875	10	Leadership and management [MPhil Education and Training for Lifelong Learning]		T

Leadership and management.
Home department: CURRICULUM STUDIES

61107 LEADERSHIP IN HIGHER EDUCATION

875	10	Leadership [MPhil (Higher Education)]		T

Leadership in higher education.
Home department: CURRICULUM STUDIES

61832 LEARNING AND LEARNING SUPPORT [PGCE]

774	12	Learning and learning support		T

Adolescence and developmental phases.
The learning process (taking into account different leaning theories, learning and thinking styles and cognitive strategies).
Different barriers to learning and development.
Learning support in the inclusive classroom.
Emotional and behavioural problems in the classroom.
Continuous assessment
Home department: EDUCATIONAL PSYCHOLOGY

51241 LEARNING SUPPORT

765	18	Learning support [BEdHons]		T

- Introductory orientation to learning support
- Educational assessment and learning support
- The learning support practice
Home department: EDUCATIONAL PSYCHOLOGY

61115 LIFELONG LEARNING: THEORY AND PRACTICE

875	20	Lifelong learning [MPhil (Education and Training for Lifelong Learning)]		T

Lifelong learning.
Home department: CURRICULUM STUDIES

54496 LIFE ORIENTATION				
376	**10**	**Physical development and movement (ISP)**	2L, 1P	**A**
Sport Science: theoretical deepening for expertise and practical experience of movement contents as required for the school environment. Planning, development of programmes, handling and presentation of typical movement contents required for the school environment. *Continuous assessment* Home department: SPORT SCIENCE				
377	**10**	**Multireligion and multicultural (ISP)**	2L	**A**
The theoretical and anthropological foundations of diverse religions, value orientations and cultural environments with regard to the ethical and educational role of human rights values in a context of religious and cultural diversity. The development of cultural and religious literacy in order to use a critical perspective to identify the diversity of religions, value orientations and cultures in the school environment and handle them professionally. The development of social constructivist programme materials, and teaching, learning and assessment strategies to facilitate multireligious and multicultural teaching and learning situations. *Continuous assessment* Home department: CURRICULUM STUDIES				
378	**5**	**Environment and the curriculum (ISP)**	1L	**A**
Broad overview of the environmental education processes: national as well as international: the concept of environment, perspectives on the causes of environmental crises, implications for the school curriculum, environmental education within OBE. Continuous assessment Home department: CURRICULUM STUDIES				
386	**10**	**Physical development and movement (FP)**	2L, 1P	**A**
Sport Science: theoretical deepening for expertise and practical experience of movement contents as required for the school environment. Planning, development of programmes, handling and presentation of typical movement contents required for the school environment. *Continuous assessment* Home department: SPORT SCIENCE				
387	**10**	**Multireligion and multicultural (FP)**	2L	**A**
The theoretical and anthropological foundations of diverse religions, value orientations and cultural environments with regard to the ethical and educational role of human rights values in a context of religious and cultural diversity. The development of expertise en skills to identify the diversity of religions, value orientation and cultures in the foundation phase environment and to handle them professionally in line with the spiritual and religious development of the child. The development of social constructivist programme materials, teaching, learning and assessment strategies to facilitate multireligious and multicultural teaching and learning situations in the foundation phase.				

Continuous assessment Home department: CURRICULUM STUDIES				
388	**5**	**Environment and the curriculum (FP)**	1L	**A**
Broad overview of the environmental education processes: national as well as international: the concept of environment, perspectives on the causes of environmental crises, implications for the school curriculum, environmental education within OBE. *Continuous assessment* Home department: CURRICULUM STUDIES				
872	**40**	**Life Orientation specialisation [MEd (Curriculum Studies)]**		**T**
Life Orientation/Life Skills. Home department: CURRICULUM STUDIES				

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

24023 MATHEMATICS (ED)				
178	**10**	**Mathematics**	2L, 1T	**T**
Theory and didactics of Arithmetic. The development of the number concept. The effects of social and cognitive contexts on the learning of Mathematics. Types of problems in Arithmetic and the meanings of the basic operations. Theory of computations with whole numbers (kinds of computing methods, properties of computing methods, notations and expository formats). History of the development of computing methods. Become attuned to the use of patterns and the repetition of patterns. Collection, processing and interpretation of data. Measurement theory. Introduction to various theories of how Mathematics is learned. *Continuous assessment* Home department: CURRICULUM STUDIES				
278	**15**	**Mathematics**	3L	**A**
Didactics of Mathematics in the Intermediate Phase. Constructivist learning theory as applied to Mathematics. Characteristics and theoretical foundations of transmission-based, mediation-based and problem-based Mathematics education. Interrelation of Arithmetic and Algebra. Problems in and methodologies for teaching fractions, decimals and relationship. Teaching of Geometry in primary schools.				

Introduction to the didactics of elementary Algebra.

Continuous assessment
PP Mathematics (Ed) 178
Home department: CURRICULUM STUDIES

378	20	**Mathematics**	4L	**A**

Didactics of Algebra.
Problem solving as medium and goal in Mathematics education.
The sociology of the Mathematics classroom.
Introduction to the numerical solution of equations.
Basic variables, variations, teaching aids and problems in the teaching and learning of Elementary Algebra (Pre-Algebra).
Provision for gifted learners in Mathematics at primary schools.
Measurement theory.

Continuous assessment
PP Mathematics (Ed) 278
Home department: CURRICULUM STUDIES

478	20	**Mathematics**	4L	**A**

Functions, statistics and probability.
Elementary curve fitting and mathematical modelling systems, simultaneous equations, area approximations.
Elementary numerical analysis.
Basic descriptive statistics.
Principles of probability theory and inferential statistics.
Elementary transformation Geometry.

Continuous assessment
PP Mathematics (Ed) 378
Home department: CURRICULUM STUDIES

54860 MATHEMATICS (ED) (FOUNDATION PHASE)				
284	15	**Mathematics (Ed) (FP)**	3L	**A**

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

The didactics of geometry.

Continuous assessment
PP Mathematics (Ed) 178
Home department: CURRICULUM STUDIES

384	15	**Mathematics (Ed) (FP)**	3L	**A**

Meaning of basic operations, basic problem types, meanings of whole numbers and fractions, properties of operations.
Detailed study of spontaneous computing methods in learners.
Problem-based Mathematics education in the Foundation Phase: theory and practice.
Pre-algebra teaching.

Introduction to the teaching of data handling. *Continuous assessment* *PP Mathematics (Ed) (Foundation Phase) 284* Home department: CURRICULUM STUDIES				
484	**15**	**Mathematics (Ed) (FP)**	3L	**A**
Interpretation of the South African Mathematics curriculum for the Foundation Phase. Different levels and forms of mathematical guidance and teacher involvement in social interaction. Comparative study of different problem-based teaching practices. Dealing with individual differences between learners: assessment and equality. The didactics of measurement. The role of technology in Mathematics teaching. *Continuous assessment* *PP Mathematics (Ed) (Foundation Phase) 384* Home department: CURRICULUM STUDIES				

61972 MATHEMATICS EDUCATION (SCHOOL SUBJECT)				
872	**40**	**Mathematics Education Specialisation [MEd (Curriculum Studies)]**		**T**
Mathematics Education. Home department: CURRICULUM STUDIES				

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

48488 MATHEMATICS (SEC ED) [ACE]				
772	**24**	**Mathematics (Mathematical Literacy)**		**T**
Numbers and numerical relationships; Financial Mathematics; Functions; Scientific literacy. Home department: CURRICULUM STUDIES				
773	**24**	**Mathematics (Mathematical Sciences) (FET)**		
Interest and percentages; Financial Mathematics; Patterns; Linear, quadratic and exponential relationships; Functions and inverses. Home department: CURRICULUM STUDIES				

774	24	**Mathematics (Mathematical Sciences) (Senior)**		
Fractions and ratios; Interest and percentages; Cartesian plane; Negative numbers; Patterns; Various relationships. Home department: CURRICULUM STUDIES				
781	10	**Mathematics (Mathematical Sciences) (Senior)**		
Measurement; Pythagoras' Theorem; Similarity; Transformations and congruence. Home department: CURRICULUM STUDIES				
782	24	**Mathematics (Mathematical Literacy)**		T
Financial issues; Functional relationships with focus on break-even situations. Home department: CURRICULUM STUDIES				
783	14	**Mathematics (Mathematical Literacy)**		T
Problem solving regarding surface and volume; Simple trigonometric functions; Charts; Structure of regular polyhedra; Golden ratio. Home department: CURRICULUM STUDIES				
784	20	**Mathematics (Mathematical Sciences) (FET)**		
Linear programming; Financial Mathematics; Functions; Differential calculus; Problem solving. Home department: CURRICULUM STUDIES				
785	10	**Mathematics (Mathematical Sciences) (FET)**		
Circle geometry; trigonometry; Compound angles; 3D problems; Transformations; Applications of Pythagoras' Theorem. Home department: CURRICULUM STUDIES				
786	20	**Mathematics (Mathematical Sciences) (Senior)**		
Powers; Scientific notation; Linear and exponential relationships; Solving linear equations; Financial Mathematics. Home department: CURRICULUM STUDIES				

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

61123 MOTOR CONTROL				
711	12	**Motor control [BScHons (Sport Science)]**		T
Motor control. Home department: SPORT SCIENCE				

61131 MOTOR LEARNING

741	12	Motor learning [BScHons (Sport Science)]		T

Motor learning.
Home department: SPORT SCIENCE

44229 MOVEMENT EDUCATION SPORT AND RECREATION

212	8	Teaching and Programme Development	2L, 4P	A

Teaching expertise, management skills and motivational strategies, design of physical activity programmes, planning and presenting teaching.
Home department: SPORT SCIENCE

222	8	Adapted movement programmes	2L	A

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

242	8	Sport and Recreation Management	2L	A

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

282	8	Structure of Physical Activities	2L, 5P	A

Performance enhancement in various sport types and movement forms; team co-operation; social behaviour within the physical environment; teaching tips and incentives; learning of motor skills and development of fitness; knowledge of the role of a coach, official and referee.
Continuous assessment
 PP Sport Science 184 or
 PP Kinesiology 182
Home department: SPORT SCIENCE

47527 MULTILINGUAL EDUCATION

734	18	Multilingual education [BEdHons]		T

The multilingual context in SA.
Principles of multilingual education and international comparisons.
Home department: CURRICULUM STUDIES

764	18	**Multilingual education [BEdHons]**		**T**

Multilingual teaching strategies and their influence on language proficiency
Multilingual assessment

PP Multilingual Education 734
Home department: CURRICULUM STUDIES

47525 MULTILINGUAL TEACHING [PGCE]

774	12	**Multilingual teaching in multilingual contexts**		**T**

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

59161 NATURAL SCIENCES (ED)

178	10	**Natural Sciences (FP and ISP)**	2L	**T**

Subject-didactics aspects: introduction to the Natural Sciences curriculum.
Focus Area: Life and living things: introduction to biodiversity.
Focus Area: Earth and space: introductory orientation.
Focus Area: Matter and material.
Focus Area: Energy and change.
Continuous assessment
Home department: CURRICULUM STUDIES

278	15	**Natural Sciences (ISP)**	3L	**A**

Perspectives on teaching Natural Sciences.
Focus Area: Life and living things: classification and diversity of animals and plants.
Focus Area: Earth and space.
Focus Area: Matter and material.
Focus Area: Energy and change.
Continuous assessment
PP Natural Sciences (Ed) 178
Home department: CURRICULUM STUDIES

378	20	**Natural Sciences (ISP)**	4L	**A**

Perspectives on teaching Natural Sciences.
Focus area: Matter and materials.
Focus area: Energy and change.
Focus Area: Life and living things: human anatomy and physiology, health aspects.
Focus Area: Earth and space.
Continuous assessment
PP Natural Sciences (Ed) 278
Home department: CURRICULUM STUDIES

478	20	**Natural Sciences (ISP)**	4L	**A**
Perspectives on Natural Sciences teaching. Focus area: Energy and change. Focus area: Matter and materials. Focus area: Life and living things: ecology, ecosystems and ecological interaction, plant anatomy and physiology. Focus area: Earth and space. *Continuous assessment* *PP Natural Sciences (Ed) 378* Home department: CURRICULUM STUDIES				

61328 PERSPECTIVES IN HIGHER EDUCATION				
875	10	**Perspectives [MEd (Higher Education)]**		**T**
Perspectives on higher education. Home department: CURRICULUM STUDIES				

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

783	8	**Perspectives on Education (Physical Sciences)**		**T**

Educational Psychology
Didactical perspectives
Home department: CURRICULUM STUDIES

784	4	**Perspectives on Education (Mathematical Literacy)**		**T**

Educational Psychology
Didactical perspectives
Home department: CURRICULUM STUDIES

59234 PERSPECTIVES ON EDUCATIONAL SYSTEMS				
478	15	**Perspectives on Educational Systems (ISP)**	3L	**A**

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

488	15	**Putting education systems in perspective (FP)**	3L	**A**

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

21865 PHILOSOPHY OF EDUCATION				
278	20	**Philosophy of Education (ISP)**	2L, 1T	**A**

The nature and role of Philosophy of Education, the development of a personal philosophy of education, the possibility and necessity of education, Education in historical perspective, typology of human beings: some anthropological traits, Educational criteria, aspects of democratic education, observation, the concept of democracy, rights and responsibilities in a democracy, democratic relations in education, democratic parenthood, the democratic classroom, gender discrimination in schools, values in Education, the important role of the school in establishing values, different approaches to establishing and developing values.
Analytical inquiry.
Non-instrumental justification of educational developments: honesty and sincerity, freedom and freedom of thought, clarity of meaning, non-arbitrariness, impartiality, a

sense of relevance, consistency, respect for evidence and for people

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

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

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

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

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

Home department: EDUCATION POLICY STUDIES

288	20	**Philosophy of Education (FP)**	2L, 1T	A

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

Analytical inquiry.

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

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

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

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

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

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

Home department: EDUCATION POLICY STUDIES

734	18	Themes in the Philosophy of Education [BEdHons]		T

Philosophical tools in Education: empiricism and positivism, interpretive approaches such as phenomenology and pragmatism, critical theory, post-structuralism, feminism.
Contemporary Philosophical Theory and Educational Transformation: liberal equality and educational transformation, communitarianism and educational transformation, deliberative democracy and educational transformation, citizenship and educational transformation.
Home department: EDUCATION POLICY STUDIES

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

Philosophy of educational leadership.
Home department: EDUCATION POLICY STUDIES

57142 PHILOSOPHY OF EDUCATION [PGCE]				
774	12	Themes in the Philosophy of Education		T

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

61859 PHYSICS AND CHEMISTRY EDUCATION (SCHOOL SUBJECT)				
872	40	Physics and Chemistry specialisation [MEd (Curriculum Studies)]		T

Physics and Chemistry Education.
Home department: CURRICULUM STUDIES

48410 PHYSICS (SEC ED) [ACE]				
772	25	Physics		T

Mechanics: Kinematics, dynamics, work and energy.
Waves, sound and light: Transverse pulses in a string, transverse waves, longitudinal waves, 2D and 3D wavefronts, wave nature of matter, sound, physics of music, Doppler effect, colours, geometric optics.
Thermodynamics: Ideal gasses and thermal properties.
Home department: CURRICULUM STUDIES

782	23	Physics		T

Electricity and magnetism: Electrostatics, electrical circuits, magnetism, electro-magnetism, electrodynamics, electromagnetic radiation, electronics.
Matter and materials: Electronic properties of matter, atom nucleus, optic phenomena and properties of materials.
Home department: CURRICULUM STUDIES

66117 PLAN AND IMPLEMENT ASSESSMENT [ACE]

772	10	Plan and Conduct Assessment		T

Investigation of different methods of assessment and the preparation of assessment, as well as the assessment process and the evaluation of assessment.
Home department: EDUCATION POLICY STUDIES

12902 POSTGRADUATE SUPERVISION

791	30	Postgraduate supervision in higher education contexts [PGDip (Higher Education) (Teaching and Learning)]		T

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

57053 PRACTICAL MUSIC STUDY [ACE]

772	6	Practical		

First year
Keyboard, Orff, group singing.
Home department: MUSIC

774	6	Practical		

First year
Keyboard, Orff, group singing.
Home department: MUSIC

783	24	Practical		

Second year
Continuation of practical study: dance, drama, music.
Home department: MUSIC

61344 PRACTICAL WORK PRESCRIBED BY THE HEALTH PROFESSIONS COUNCIL OF SA

876	20	Practicum [MEd (Psych)]		T

This module forms part of the MEd (Psych) programme and assumes certain skills in recording and interpretation of objective as well as projective psychometric instruments.
- Educational-psychological assessment
- Educational-psychological support
- Report writing and the management of learning
- Personal and professional development

Home department: EDUCATIONAL PSYCHOLOGY

64831 PROFESSIONAL PRACTICE IN SPORT SCIENCE				
773	30	Professional Practice [BScHons (Sport Science)]		T

Theoretical foundation for practising in either high-performance sport or children's physical activities.
Models of professional practice, including assessment, programme design and methods of presentation.
The ethics of professional practice in Sport Science.
The challenge of responding to diversity in the contexts of sport and physical activity.
Continuous assessment
Home department: SPORT SCIENCE

61174 RESEARCH FOR EDUCATION POLICY STUDIES				
872	18	Research [MEd (Education Policy Studies)]		T

Research.
Home department: EDUCATION POLICY STUDIES

12897 RESEARCH FOR ENHANCING TEACHING AND LEARNING				
791	30	Research for enhancing teaching and learning in higher education [PGDip (Higher Education) (Teaching and Learning)]		T

The focus is on applied research which is orientated towards change, and which might lead to the publication of innovative studies. In this module students will consider some important issues with regard to research in relation to teaching and learning.
Core module
Home department: CURRICULUM STUDIES

61158 RESEARCH IN HIGHER EDUCATION				
875	10	Research [MPhil (Higher Education)]		T

Research in higher education.
Home department: CURRICULUM STUDIES

61166 RESEARCH IN LIFELONG LEARNING				
875	10	Research [MPhil (Education and Training for Lifelong Learning)]		T

Research in lifelong learning.
Home department: CURRICULUM STUDIES

51764 RESEARCH METHODOLOGY				
876	**20**	**Research methodology [MEd (Psych)]**		**T**
Research methodology. Home department: EDUCATIONAL PSYCHOLOGY				

11265 RESEARCH PROJECT				
771	**30**	**Research Project [BScHons (Sport Science) (Kinder Kinetics)]**		**T**
Research methods. Home department: SPORT SCIENCE				

54895 RESEARCH PROJECT				
773	**30**	**Research project [BScHons (Biokinetics)]**		**T**
Project. Home department: SPORT SCIENCE				

61182 RESEARCH THESIS				
871	**130**	**Research thesis [MEd (Psych)]**		**T**
Thesis component. Home department: EDUCATIONAL PSYCHOLOGY				
874	**90**	**Research thesis [MPhil (Higher Education); MPhil (Education and Training for Lifelong Learning); MEd (Curriculum Studies); MEd (Education Policy Studies); MEd (Educational Support)]**		**T**
Thesis component. Home department: CURRICULUM STUDIES				

12485 SCHOLARSHIP IN HIGHER EDUCATION				
875	**10**	**Scholarship [MPhil (Higher Education)]**		**T**
Scholarship in higher education. Home department: CURRICULUM STUDIES				

12469 SCHOLARSHIP OF ENGAGEMENT IN HIGHER EDUCATION				
875	**10**	**Community interaction [MPhil (Higher Education)]**		**T**

Community interaction
Home department: CURRICULUM STUDIES

66109 SCHOOL-BASED MENTORSHIP [ACE]				
772	**10**	**School-based mentorship**		**T**

Mentorship as a valuable part of the school as a learning community.
Profiles of personal and professional qualities of effective mentors.
Home department: EDUCATION POLICY STUDIES

66125 SCHOOL-BASED MODERATION AND ASSESSMENT [ACE]				
772	**10**	**School-based moderation and assessment**		**T**

Comprehensive knowledge of school and departmental assessment as well as moderation policy.
Home department: EDUCATION POLICY STUDIES

65838 SCHOOL MANAGEMENT AND LEADERSHIP IN SA CONTEXT [ACE]				
772	**8**	**School Management and Leadership in the SA context**		**T**

- Critical understanding of the reason why context is viewed as an important point of departure for gaining insight into school leadership and management.
- Study of the South African Constitution as well as values and practices in school culture and school policy and human rights.
Home department: EDUCATION POLICY STUDIES

66060 SCHOOL MANAGEMENT AND LEADERSHIP (COMPUTER LITERACY) [ACE]				
772	**4**	**Leading and Managing effective use of ICT in South African Schools**		**T**

Demonstrate the ability to use computer skills in school management, leadership and governance, including computer skills in the school curriculum and computer skills in educational administration, management and leadership.
Home department: EDUCATION POLICY STUDIES

11279 SCHOOL MANAGEMENT AND LEADERSHIP (LANGUAGE SKILLS) [ACE]				
772	**6**	**School management (Language skills)**		**T**

Choose an educational policy that is relevant to the needs of the students, e.g. admission,

HIV/Aids, feeding schemes, school fees.

Students will be expected to:
- Read the policy, understand and interpret it;
- Determine the impact of the policy on the school;
- Make an analysis of the policy that reflects their own points of view and opinions;
- Debate the different points of view in the class.

Home department: EDUCATION POLICY STUDIES

11283 SCHOOL MANAGEMENT AND LEADERSHIP (ORGANISATIONAL SYSTEMS, PHYSICAL AND FINANCIAL RESOURCES) [ACE]

772	18	**School-based financial facilities and organisation management**		

Management of organisations, physical resources and finances.
Home department: EDUCATION POLICY STUDIES

11284 SCHOOL MANAGEMENT AND LEADERSHIP (PORTFOLIO) [ACE]

772	10	**School management (Portfolio)**		T

Critical analysis and reflection on learning achievement and the development of a personal and organisation growth plan.
The portfolio as an assessment instrument (rationale, purpose, requirements, format, content, technical aspects).
Home department: EDUCATION POLICY STUDIES

11281 SCHOOL MANAGEMENT AND LEADERSHIP (SCHOOL POLICY GOVERNANCE AND DEVELOPMENT) [ACE]

772	18	**School policy, governance and development**		T

Human resource management, professional leadership and managerial skills development, management of external environment.
Home department: EDUCATION POLICY STUDIES

11278 SCHOOL MANAGEMENT AND LEADERSHIP (TEACHING AND LEARNING) [ACE]

772	18	**Management of Teaching and Learning**		T

Investigate personal and professional characteristics needed for effective management of teaching and learning.
A sound theoretical and applied understanding of curriculum management, quality in teaching and learning, and school culture.
Home department: EDUCATION POLICY STUDIES

12900 SERVICE-LEARNING IN COMMUNITY ENGAGEMENT				
791	**30**	**Service-learning and community engagement in higher education [PGDip (Higher Education) (Teaching and Learning)]**		**T**

The module comprises the themes and subjects considered relevant towards developing best teaching practice in experiential learning pedagogies and in particular in service-learning. The four main themes covered are:

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

Elective module

Home department: CURRICULUM STUDIES

59188 SOCIAL SCIENCES (ED)				
178	**10**	**Social Sciences (FP and ISP)**	2L	**T**

From a geography perspective:
- Diverse geographical themes, focusing on Stellenbosch/Western Cape (*'investigate the local environment'*).
- The nature and contribution of Geography to the Social Sciences learning area.
- Weather and climate, geomorphology, settlement geography, economic geography, environmental issues.
- Use of investigative skills and geographical techniques in the construction of geographical knowledge and understanding.
- Learning development and progression in the Social Sciences by Foundation Phase learners with particular attention to different literacies.

From a history perspective:
- The nature and contribution of History to the Social Sciences learning area.
- Learning development and progression in the Social Sciences by Foundation Phase learners
- Use of investigative skills and organising concepts in History
- History teaching at this time: Work with sources and extended writing in history
- Application of sourcing in the content focuses in History: Review of world history, early civilisations (Mesopotamia and Egypt), empires (Greek and Roman), Middle Ages, Renaissance and Reformation, rise of modern states, revolution and wars, colonialism and Africa.

Continuous assessment

Home department: CURRICULUM STUDIES

278	**15**	**Social Sciences (Ed) (ISP)**	3L	**A**

From a geography perspective:
- Diverse geographical themes focusing on South Africa (*'investigate contrasting localities'*): Geomorphology and its impact on people and their activities; Climatology and the relationship with biomes, economic activities and settlements;

Resources and the issue of sustainability; Tourism.
- Continuity and progression in the Geography component of the Intermediate Phase.
- Planning and reflection on Geography lessons in the Intermediate and Senior Phases.
- Investigation and problem-based approaches to teaching and learning.
- Use of a variety of sources (primary, secondary and tertiary).

From a history perspective:
- The function of History in the Social Sciences.
- Planning of and reflection on History lessons in the Intermediate and Senior Phases.
- Introduction to assessment in History.
- History teaching at the present juncture: Working with sources and extended writing in History.
- Application of sources within a specific content focuses in History: What is a revolution?; Why was the Industrial Revolution a revolution?; What was the effect of the Industrial Revolution on the world, including South Africa?; How did the American Revolution change the world?; How did the French Revolution change the world?; How did people react to these changes?; Did these revolutions have an effect on human rights?

Continuous assessment
PP Social Sciences (Ed) 178
Home department: CURRICULUM STUDIES

378	20	**Social Sciences (Ed) (ISP)**	4L	A

From a geography perspective:
- Diverse geographic themes with the focus on Africa (*'relationships with one other and with the rest of the world'*): Impact of climate and geomorphology on people and their activities; Development of concomitant issues; Transport from the colonial era to date; Geography of health and wellbeing; Provision of energy as an essential service.
- Continuity and progression in the Geography component of the Senior Phase.
- Assessment **for** and **of** learning in the Intermediate and Senior Phases (policy and practice).
- Use of games and simulations as teaching strategies.
- Remote sensing, internet and other databases of information sources.

From a history perspective:
- Planning lessons for and reflecting on History lessons in the Intermediate and Senior Phases (continued).
- Application of sound assessment principles in History.
- History teaching at the present juncture: working with sources and extended writing in History (continued).
- Use of sources in the content focuses of History: What caused the First World War?; What effect did the Peace Accord of Versailles have on the world?; What role did Nazi Germany play in Europe?; How did Nazi Germany's role in Europe lead to the outbreak of the Second World War?; How did the Holocaust in Nazi Germany result in the violation of human rights?; Why was there a Cold War after the end of the Second World War?; How did the Cold War affect the world, and especially South Africa?

Continuous assessment
PP Social Sciences (Ed) 278
Home department: CURRICULUM STUDIES

478	20	**Social Sciences (Ed) (ISP)**	4L	**A**

From a geography perspective:
- Diverse geographic themes with a world focus (*'interrelationships and the impact of global trends'*): Natural disasters and human responses; Tension between satisfaction of human needs and the destruction of the environment; spread of population, population density and population movement and resultant social conflicts.
- Productive pedagogies: Quality Geography teaching, assessment and learning in the Senior Phase.
- Fieldwork and educational outings as teaching strategies.
- Advancing inclusivity: Teaching learners with different learning obstacles.
- Use of technologies like geographic information systems (GIS) software and interactive white boards.

From a history perspective:
- Development of learning programmes in History within the Social Sciences.
- Application of sound assessment principles in History teaching (continued.)
- Educational outings as a teaching strategy.
- History teaching at the present juncture: Working with sources and extended writing in Geography (continued).
- Use of sources in the content focuses of in History: How did segregation lead to the development of apartheid in South Africa?; How was apartheid systematically implemented?; How did the initially moderate resistance change into aggressive and intensified resistance to apartheid?; How was apartheid dismantled in order to create a democratic system in South Africa?; How did apartheid lead to a blatant violation of human rights in South Africa?.

Continuous assessment
PP Social Sciences (Ed) 378
Home department: CURRICULUM STUDIES

11262 SOCIOLOGICAL PERSPECTIVES IN EDUCATION

872	18	**Sociology of Education Policy [MEd (Education Policy Studies)]**		**T**

Further particulars are provided under the alphabetically listed names of the subjects in the programme.
Home department: EDUCATION POLICY STUDIES

12472 SPECIALISATION IN LANGUAGE AND LITERACY

764	18	**Specialisation in language and literacy [BEdHons]**		**T**

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

PP Didactics (Subject Didactics of English) 734
Home department: CURRICULUM STUDIES

61387 SPORT FOR PERSONS WITH DISABILITIES				
772	**12**	**Sport for persons with disabilities [BScHons (Sport Science)]**		**T**
Sport and physical activity for persons with disabilities. Home department: SPORT SCIENCE				

42935 SPORT PSYCHOLOGY				
712	**12**	**Sport Psychology [BScHons (Sport Science)]**		**T**
Sport psychology. Home department: SPORT SCIENCE				

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

For the programme BA (Sport Science):				
P Physiology 114, 144				
Home department: SPORT SCIENCE				
262	**8**	**Applied Biomechanics**	2L, 1P	**A**
Kinematic and kinetic concepts for the analysis of human movement; the biomechanics of human upper and lower body limbs and spinal column; linear and angular kinematics and kinetics of human movement; equilibrium and human movement; human movement in a fluid medium; applications of biomechanical principles in qualitative analysis of sport skills and exercise.				
P Kinesiology 112 or 162				
Home department: SPORT SCIENCE				
312	**6**	**Sports injuries**	2L	**A**
Classification of injuries, causes of strain injuries, heat injuries, running injuries, strain injuries in cycling, dance injuries, muscular and tendon injuries.				
Home department: SPORT SCIENCE				
322	**6**	**Peak performance**	2L	**A**
Programme design using principles of classification and their application to elite sporting performance. Applied nutritional aspects in sport.				
Home department: SPORT SCIENCE				
332	**6**	**Tests and measurement**	2L	**A**
Principles of valid and reliable assessment of fitness and sporting performance by means of statistical techniques and general assessment strategies.				
Home department: SPORT SCIENCE				
342	**6**	**Sports Psychology and Sociology**	2L	**A**
Relationship between sport and social institutions; the sport credo; social values and sport; use of specific psychological skills to enhance sporting achievement; psychometrics.				
Home department: SPORT SCIENCE				
352	**6**	**Sport ethics**	2L	**A**
The philosophical context of physical activities; social and cultural trends relating to physical activities in South Africa; heterogeneous groups and physical activities; moral conduct in sport.				
Home department: SPORT SCIENCE				
362	**6**	**Sport History**	2L	**A**
The origin of physical activities leading to modern sport and recreation; course of sport in ancient times; origin of the modern types of sport; South Africa and the Olympic Games; South Africa's isolation from the sporting world; sport in Africa; philosophies that impinge on physical education.				
Home department: SPORT SCIENCE				
382	**6**	**Professional Applications**	2L, 2P	**A**
Application of education and programme design; skills training and fitness development; alternative approaches to learning in physical activities; educational and career opportunities.				
Continuous assessment				
Home department: SPORT SCIENCE				
392	**6**	**Sports performance**	4P	**A**
Familiarisation with motor and physiological research strategies; use of anatomical and biomechanical principles to analyse movement patterns and sporting abilities; the use of				

scientific principles; data collection.
Home department: SPORT SCIENCE

61301 STAFF DEVELOPMENT IN HIGHER EDUCATION

875	10	Staff development [MEd (Higher Education)]		T

Staff development in higher education.
Home department: CURRICULUM STUDIES

48453 STATISTICAL METHODS (SEC ED) [ACE]

772	10	Statistical Methods (Mathematical Sciences) (FET)		

Data handling and Theoretical probability (tree diagrams).
Home department: CURRICULUM STUDIES

773	10	Statistical Methods (Mathematical Literacy)		T

Investigative statistics: Analysis and interpretation of data; Use of technology in statistics; Experimental and theoretical probability.
Home department: CURRICULUM STUDIES

774	10	Statistical Methods (Mathematical Sciences) (Senior)		

Experimental probability; Data handling.
Home department: CURRICULUM STUDIES

782	10	Statistical Methods (Mathematical Sciences) (FET)		

Data handling and Theoretical PROBABILITY (Venn diagrams).
Home department: CURRICULUM STUDIES

783	10	Statistical Methods (Mathematical Literacy)		T

Measures of central tendency; Different representations of data; Sampling techniques; Theoretical probability; Use of technology in statistics and probability.
Home department: CURRICULUM STUDIES

784	10	Statistical Methods (Mathematical Sciences) (Senior)		

Theoretical probability; Data handling.
Home department: CURRICULUM STUDIES

61409 STATISTICS FOR SPORT SCIENCE AND EXERCISE SCIENCE

772	12	Statistics [BScHons (Sport Science)]		T

Statistics.
Home department: SPORT SCIENCE

61417 STUDENT LEARNING IN HIGHER EDUCATION

875	10	Student learning [MPhil Higher Education]		T

Student learning in higher education.
Home department: CURRICULUM STUDIES

61948 SUBJECT DIDACTICS OF ARTS AND CULTURE [ACE]

771	12	Subject Didactics		

(First year)
Listening to music, group singing, integration with visual arts, drama and dance.
Home department: MUSIC

773	12	Subject Didactics		

(First year) Rhythm and dance.
Home department: MUSIC

782	24	Subject Didactics		

(Second year)
Curriculum Studies related to the implementation of the visual arts, drama, dance and music.
Home department: MUSIC

53309 SUBJECT DIDACTICS OF CHEMISTRY (SEC ED) [ACE]

782	8	Subject Didactics (Chemistry)		T

Methods in Chemistry and their didactic implications.
Learners mastering the different contents of stoichiometry, electrochemistry and chemical equilibrium.
Analysis of the curriculum content and instruction on difficult subjects.
Lesson planning and presentation of practical work.
Assessment in chemistry.
Home department: CURRICULUM STUDIES

61964 SUBJECT DIDACTICS OF COMPUTER APPLICATIONS TECHNOLOGY (SEC ED) [ACE]

781	16	Subject didactics		T

Home department: CURRICULUM STUDIES

61921 SUBJECT DIDACTICS OF INFORMATION TECHNOLOGY [ACE]

781	16	Subject Didactics (Information Technology)		T

Home department: CURRICULUM STUDIES

61956 SUBJECT DIDACTICS OF LIFE SCIENCES [ACE]

772	8	Subject didactics		T

Planning for successful teaching and learning; Classroom strategies and techniques; Scientific investigations; Assessment; Text handling strategies; Skills development; Scientific literacy; Computer literacy.
Home department: CURRICULUM STUDIES

782	8	Subject didactics		T

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

17043 SUBJECT DIDACTICS OF MATHEMATICS (SEC ED) [ACE]

772	8	Subject didactics of Mathematics (Mathematical Literacy)		T

Subject didactics of Mathematics.
Home department: CURRICULUM STUDIES

773	12	Subject didactics of Mathematics (Mathematical Sciences) (FET and Senior Phases)		

Subject didactics of Mathematics.
Home department: CURRICULUM STUDIES

782	8	Subject didactics of Mathematics (Mathematical Literacy)		T

Subject didactics of Mathematics.
Home department: CURRICULUM STUDIES

783	16	Subject didactics of Mathematics (Mathematical Sciences) (FET and Senior Phases)		

Subject didactics of Mathematics.
Home department: CURRICULUM STUDIES

53295 SUBJECT DIDACTICS OF PHYSICS (SEC ED) [ACE]

772	8	Subject didactics (Physics)		T

Methods in Physics and their didactic implications.
Learners mastering the different contents of mechanics, electricity and magnetism.
Analysis of the curriculum content and instruction on difficult subjects.
Lesson planning and presentation of practical work.
Assessment in physics.
Home department: CURRICULUM STUDIES

12470 SUPPORT IN SCHOOL AND COMMUNITY

744	18	Support in school and community [BEdHons]		T

The school and community.
Educational support programmes in the community: principles and phases.
Empowerment: the dynamics and implications for educational programmes for the school and community.
Home department: EDUCATIONAL PSYCHOLOGY

61980 SUPPORT IN SCHOOL AND COMMUNITY CONTEXTS

872	30	Development Programmes [MEd (Educational Support)]		T

- 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

45616 TEACHING AND LEARNING

178	16	Practice (ISP and FP)	2L, 1P	T

An overview of practice-based experienced as a process of enablement for professional teacher training.
Current problems in school teaching
Observation and evaluation of lessons in different learning areas
Information literacy.
Continuous assessment
Home department: CURRICULUM STUDIES

278	20	Practice (ISP)	2L, 2P	A

School practice teaching as an integral part of teacher training programmes.
Institute practicum (lesson analysis):
Presentation of lessons in different learning areas.
Observation and evaluation.
Sport Science: theoretical base and practical experience of typical movement education content for learners.
Institute practicum (media education):
Production of non-projection and audiovisual aids.
Use of projection and audiovisual aids.
Information literacy.
School visits:
Observation, preparation and presentation of lessons.
Participation in the extracurricular activities of the school.
Observation of and participation in general class and school administration.
Attendance of staff and other development opportunities.
Experience-centred outdoor education.
Continuous assessment
 PP Teaching and Learning 178
Home department: CURRICULUM STUDIES

288	35	**Practice Grade R (FP)**	3L, 2P	**A**

An overview of the place of Early Child Development in the syllabus.
The preschool environment and all aspects of the grade R syllabus and the development of preschool children in context.
Sport Science: theoretical base and practical experience of typical movement education content for pre-school learners.
Institute practicum (lesson analysis):
Presentation of lessons in different learning areas.
Observation and evaluation.
Institute practicum (media education)
Production of non-projecting aids.
Use of projection and audiovisual aids.
Information literacy.
School visits:
Observation, preparation and presentation of lessons.
Participation in the extracurricular activities of the school.
Observation of and participation in general class and school administration.
Attendance of staff and other development opportunities.
Experience-centred outdoor education.
Continuous assessment
PP Teaching and Learning 178
Home department: CURRICULUM STUDIES

378	25	**Practice (ISP)**	2L, 2P	**A**

Reflection on and in practice: overview of teaching as a process of professional development.
Institute practicum (lesson analysis):
Presentation of lessons in different learning areas.
Observation and evaluation.
Institute practicum (media education):
Production of non-projecting aids.
Information literacy.
School visits:
Observation, preparation and presentation of lessons.
Participation in the extracurricular activities of the school.
Observation of and participation in general class and school administration.
Attendance of staff and other development opportunities.
Experience-centred outdoor education.
Continuous assessment
PP Teaching and Learning 278
Home department: CURRICULUM STUDIES

388	20	**Practice Grades 1 - 3 (FP)**	2L, 2P	**A**

An overview of the Foundation Phase (grades 1-3) as a school phase for learners.
The Foundation Phase curriculum as cross-curricular and integrated learning programmes.
Work with programmes and bundled outcomes for different learning areas.
Development and evaluation of learning-support materials for a variety of themes.
Institute practicum (lesson analysis):
Presentation of lessons in different learning areas.
Observation and evaluation.
Institute practicum (media education):

Production of non-projecting aids.
Information literacy.
School visits:
Observation, preparation and presentation of lessons.
Participation in the extracurricular activities of the school.
Observation of and participation in general class and school administration.
Attendance of staff and other development opportunities.
Experience-centred outdoor education.
Continuous assessment
PP Teaching and Learning 288
Home department: CURRICULUM STUDIES

478	**40**	**Practice (ISP)**	2L, 4P	**A**

Broader issues that influence teaching and learning as educational processes.
Understanding teaching as a social practice of life-long learning and continuous professional development.
School visits:
Presentation of a variety of lessons.
Full participation in the extracurricular activities of the school.
Observation of and participation in general class and school administration.
Attendance of staff meetings and other development opportunities.
Aids module.
Sport Science: development of professional skills.
Planning, development of programme material, management, implementation and assessment of movement education programmes as required in the school environment.
Micro-teaching programme: lesson design and lesson analysis.
Continuous assessment
PP Teaching and Learning 378
Home department: CURRICULUM STUDIES

488	**35**	**Practice Grades 1 - 3 (FP)**	2L, 4P	**A**

Broader issues that influence teaching and learning as educational processes.
Understanding teaching as a social practice of life-long learning and continuous professional development.
School visits:
Presentation of a variety of lessons.
Full participation in the extracurricular activities of the school.
Observation of and participation in general class and school administration.
Attendance of staff meetings and other development opportunities.
Aids module.
Sport Science: development of professional skills.
Planning, development of programme material, management, implementation and assessment of movement education programmes as required in the school environment.
Micro-teaching programme: lesson design and lesson analysis.
Continuous assessment
PP Teaching and Learning 388
Home department: CURRICULUM STUDIES

775	26	**Teaching and learning [PGCE]**		**T**

An overview of practice-based knowledge as a process of enablement for professional teacher training.
Institute practicum (Lesson analysis)
A micro teaching programme that includes the following: lesson design, lesson implementation, lesson evaluation and lesson observation.
School visit
Lesson planning and lesson presentation.
The child's current experiential world at school.
Observation of and participation in teaching activities, school activities and general classroom and school administration.
Participation in the extracurricular activities of the school.

Continuous assessment
Home department: CURRICULUM STUDIES

791	30	**Teaching and learning in higher education [PGDip (Higher Education) (Teaching and Learning)]**		**T**

The focus of this module is the theory and reflective practice of teaching in higher education:

- The higher education context: diversity and transformation
- Student learning
- Planning for learning
- Classroom management and innovation
- Implementing innovative learning-centred teaching
- Reflective higher-education practice.

Core module

Home department: CURRICULUM STUDIES

47523 TEACHING CREATIVE WRITING				
734	18	**Teaching creative writing [BEdHons]**		**T**

Creativity and imagination
The writing process
Stylistic conventions
Design and management of writing activities in the classroom
Reading and writing
Assessment of writing
Publication and presentation of writing

Home department: CURRICULUM STUDIES

764	18	**Teaching creative writing [BEdHons]**		**T**
Qualitative research design and methodology Narrative research Ethnographic research Design research/classroom research *PP Teaching Creative Writing 734* Home department: CURRICULUM STUDIES				

61247 TEACHING IN HIGHER EDUCATION				
875	10	**Teaching [MPhil (Higher Education)]**		**T**
Teaching in higher education. Home department: CURRICULUM STUDIES				

59218 TECHNOLOGY (ED)				
278	10	**Technology (ISP)**	2L	**A**
Subject matter: graphic communication, structure, processing, systems and management. *Continuous assessment* Home department: CURRICULUM STUDIES				
288	10	**Technology (FP)**	2L	**A**
Subject matter: graphic communication, structure, processing, systems and management. *Continuous assessment* Home department: CURRICULUM STUDIES				

61425 TECHNOLOGY IN HIGHER EDUCATION				
875	10	**Technology [MPhil (Higher Education)]**		**T**
Technology in higher education. Home department: CURRICULUM STUDIES				

12903 WORK AND LEARNING				
791	30	**Work and learning [PGDip (Higher Education) (Teaching and Learning)]**		**T**
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				

21687 XHOSA [BA, BED (GEN ED)]

Please note
1. The Xhosa 178 module provides the content for students who have not passed Xhosa or Zulu First Language in the matriculation or other equivalent examination (i.e. the 'non-mother-tongue' stream), while the Xhosa 188 module provides the content for those who have first-language communicative competence in Xhosa or Zulu.
2. A system of continuous assessment is used in all Xhosa modules.

21687 XHOSA

| 178 | 24 | Introduction to Xhosa language and Culture | 3L, 1T | |

Classification of the African languages Language policy and language planning for the African languages; The communication skills of speaking, listening comprehension, reading and writing in socio-cultural contexts; Cultural perspectives and language-related cultural conventions relevant to basic communication in Xhosa; Introduction to the linguistics of Xhosa; Introduction to communication in authentic prescribed texts from the printed media (newspaper, magazine); Introduction to the literature of Xhosa.
Notes
1. Students who have passed Xhosa or Zulu First Language for the matriculation examination or an equivalent examination may not take Xhosa 178 for degree purposes but can take Xhosa 188.
2. Students of Speech-Language and Hearing Therapy I and the Extended Degree Programme for Speech-Language and Hearing Therapy I Faculty of Medicine and Health Sciences are placed in either Xhosa 178 or Afrikaans Language Acquisition 178 or 188 according to a language proficiency test.
3. No previous knowledge of Xhosa is required.
Home department: AFRICAN LANGUAGES

| 188 | 24 | Introduction to Xhosa Language, Communication and Culture | 3L, 1T | |

(Note that Xhosa 188 requires a first-language communicative proficiency in Xhosa or Zulu.)
Classification of the African languages;
Language planning and language policy for the African languages;
Xhosa language and culture with regard to authentic spoken and written texts (e.g. printed media: newspaper, magazine) and visual media (television);
Communication in Xhosa in a range of communication contexts;
Xhosa literature: a choice of genres;
Xhosa linguistics
Home department: AFRICAN LANGUAGES

12477 XHOSA AS LANGUAGE OF LEARNING AND TEACHING

| 278 | 5 | Xhosa as language of teaching and learning (ISP) | 1L, 1T | T |

The effective use of Xhosa as communication tool and teaching medium.
Continuous assessment
Home department: CURRICULUM STUDIES

288	5	**Xhosa as language of teaching and learning (FP)**	1L, 1T	**T**

The effective use of Xhosa as communication tool and teaching medium.
Continuous assessment
Home department: CURRICULUM STUDIES

12461 XHOSA (COMMUNICATION)				
378	10	**Xhosa (Communication) (ISP)**	2L, 1T	**T**

This introductory module on communication in Xhosa is designed to enable students to begin and maintain a conversation, to ask for and provide information, to give explanations, instructions, directions, to formulate requests and respond to requests in the targeted language, with focus on situations at school, at home with family and in everyday conduct.
Students are introduced to basic reading and writing skills regarding situations that are covered in the modules in order to help them learn Xhosa.
Students are also introduced to various Xhosa cultural customs, varying from respect and decency, family relationships, salutations and enquiring after another's wellbeing to specific customs regarding gender.
Continuous assessment
Home department: CURRICULUM STUDIES

388	10	**Xhosa (Communication) (FP)**	2L, 1T	**T**

This introductory module on communication in Xhosa is designed to enable students to begin and maintain a conversation, to ask for and provide information, to give explanations, instructions, directions, to formulate requests and respond to requests in the targeted language, with focus on situations at school, at home with family and in everyday conduct.
Students are introduced to basic reading and writing skills regarding situations that are covered in the modules in order to help them learn Xhosa.
Students are also introduced to various Xhosa cultural customs, varying from respect and decency, family relationships, salutations and enquiring after another's wellbeing to specific customs regarding gender.
Continuous assessment
Home department: CURRICULUM STUDIES

47515 XHOSA (ED)				
278	15	**Xhosa (ISP)**	2L, 1T	**T**

Introduction to various language learning and teaching theories, approaches and their relevance within South African multilingual and multicultural classrooms.
Teaching across proficiency levels: Xhosa mother tongue and additional language learning suitable for Senior and Intermediate Phase classrooms.
Overview of OBE – principles, application and assessment suitable for Senior and Intermediate Phases.
Extensive literary reviews.
Continuous assessment
 PP Xhosa 178 or 188
Home department: CURRICULUM STUDIES

284	**15**	**Xhosa (FP)**	2L, 1T	**T**
Introduction to various language learning and teaching theories, approaches and their relevance within South African multilingual and multicultural classrooms. Teaching across proficiency levels: Xhosa mother tongue and additional language learning suitable for the Foundation Phase classroom. Overview of OBE – principles, application and assessment suitable for the Foundation Phase. Extensive literary reviews. *Continuous assessment* *PP Xhosa 178 or 188* Home department: CURRICULUM STUDIES				
378	**20**	**Xhosa (ISP)**	3L, 1T	**T**
The structure of Xhosa: learner language and insight into error analysis. Lesson planning and materials development relevant to level of language proficiency and context. OBE Xhosa language assessment: approaches, application and activities. Teaching in multilingual classrooms: overview and challenges. Extensive literary reviews. *Continuous assessment* *PP Xhosa (Ed) 278* Home department: CURRICULUM STUDIES				
384	**15**	**Xhosa (FP)**	2L, 1T	**T**
The structure of Xhosa: learner language and insight into error analysis. Lesson planning and materials development relevant to level of language proficiency and context. OBE Xhosa language assessment: approaches, application and activities. Teaching in multilingual classrooms: overview and challenges. Extensive literary reviews. *Continuous assessment* *PP Xhosa (Ed) 284* Home department: CURRICULUM STUDIES				
478	**20**	**Xhosa (ISP)**	3L, 1T	**T**
Development and application of an integrative language teaching programme focussing on speaking, listening, reading and writing skills for the Senior and/or Intermediate Phase learner. Extensive literary reviews and research. *Continuous assessment* *PP Xhosa (Ed) 378* Home department: CURRICULUM STUDIES				
484	**15**	**Xhosa (FP)**	2L, 1T	**T**
Development and application of an integrative language teaching programme focussing on the speaking, listening, reading and writing skills for the Foundation Phase learner. Extensive literary reviews and research. *Continuous assessment* *PP Xhosa (Ed) 384* Home department: CURRICULUM STUDIES				

48380 ZOOLOGY (SEC ED) [ACE]				
772	**22**	**Zoology**		**T**
Cell sitology; Systematics; Origin of species and evolution; Comparative animal physiology; Histology and morphology; Cell respiration.				
Home department: CURRICULUM STUDIES				

Research and Service Bodies

CENTRE FOR HIGHER AND ADULT EDUCATION

The Centre for Higher and Adult Education in the Department of Curriculum Studies, which has been in existence since April 1997, functions as an independent centre providing professional research, development, training and consultation services to institutions and organisations in the field of higher and adult education. The services offered by the Centre are characterised by the quality of their design, planning, preparation, presentation and follow-up work. It thus contributes to continuing professional growth and development, lifelong learning of individuals, and the creation of learning organisations. The objectives of the Centre are:

- research and publication in the field of higher and adult education;
- continuing personal growth and development;
- building a collection of resources (books, magazines, videos and training material) in the field of higher and adult education;
- the design and implementation of scientific investigations, surveys and needs assessments;
- the design, testing, assessment and presentation of training materials and training programmes;
- contract research and developmental work for specific organisations;
- building a network of contracted specialists/co-workers as supervisors, mentors, trainers or researchers.

The Centre also offers two postgraduate programmes, the MPhil Higher Education and the MPhil Education and Training for Lifelong Learning. A dual-mode of presentation is used: contact tuition and structured self-study.

Enquiries:

The Director: Prof EM Bitzer
Centre for Higher and Adult Education
Department of Curriculum Studies
Faculty of Education
Stellenbosch University
Private Bag X1
MATIELAND 7602
Tel.: 021 808 2294/2277   Fax: 021 808 2270   e-mail: emb2@sun.ac.za

CENTRE FOR EDUCATION LEADERSHIP AND MANAGEMENT AT THE UNIVERSITY OF STELLENBOSCH (CELEMUS)

This centre was opened in July 2007 and is housed in the Faculty of Education.

CELEMUS aims to contribute to development and management in education at school and post-school level as well as at district, provincial and national level. The Centre will also be involved internationally, particularly in Africa.

Through making the expertise of US academic staff members available in formal an informal programmes and research, CELEMUS will contribute to leadership and management in the interests of quality education. Working towards achieving this goal will be done with the aid of those involved in existing and proposed management and leadership programmes in the Faculty of Education

Enquiries:
The Director: Dr T van Louw
Centre for Leadership and Management in Education
Faculty of Education
GG Cillié Building
Stellenbosch University
Private Bag X1
Matieland 7602
Tel.: 021 808 2496   e-mail: vanlouwt@sun.ac.za

THE ENVIRONMENTAL EDUCATION PROGRAMME (EEP)

EEP functions as a programme offered by the Department of Curriculum Studies and is funded via the WWF (SA) by a number of companies and private undertakings. The objectives of the project are:

- to develop new modules in environmental education for the various programmes being taught in the Faculty;
- to develop new modules in environmental education and to present them in other faculties on campus, such as Theology and AgriSciences;
- to undertake practice-centred developments and training projects in which the principles of environmental education apply, and which draws students from different programmes;
- to initiate and co-ordinate research and publications related to the development of resource material in environmental education;
- to form a national and international network aimed at strengthening the concept of environmental education.

Enquiries:
Programme leader: Prof CPS Reddy
Further information can be obtained from:
Tel.: 021 808 2259   e-mail: cpsr@sun.ac.za

INFORMATION CENTRE FOR CHILDREN'S LITERATURE AND MEDIA (ISKEMUS)

This Centre, which is generally known as "ISKEMUS" (its Afrikaans acronym), was established in 1978. The objectives of the Centre are:

- to gather information on children's and young adult literature as well as related media;
- to compile lists of literature on different aspects of children's and young adult literature and related media, as well as lists of documents making provision for specific needs of children;
- to provide students and all interested members of the community with information related to children's and juvenile literature (for a fee);
- to address groups and convey information on children's and young adult literature and media;
- to promote the services of ISKEMUS by means of reports and articles in the media and in journals;
- to initiate contact and exchange information with similar centres in South Africa and abroad; and
- to build a collection of new children's books by means of complimentary copies from publishers.

Enquiries:
ISKEMUS
Media Centre
Faculty of Education
GG Cillié Building
Private Bag X1
MATIELAND 7602
Tel.: 021 808 2323   Fax: 021 808 2283

INSTITUTE FOR MATHEMATICS AND SCIENCE TEACHING (IMSTUS)

The Institute for Mathematics and Science Teaching (IMSTUS) began in July 1977 with a commission to provide in-service training to under-qualified Physical Sciences, Biology and Mathematics teachers employed by the Cape Education Department. One-year and two-year certificate courses in Botany, Chemistry, Physics, Zoology and Mathematics and the corresponding subject didactics were presented annually to selected teachers in the Cape Education area from 1978. This was done partly through contact sessions and partly through interactive telematic education. The aim of this in-service training was to brush up on and update the teachers' knowledge of the subjects and skills as well as to further develop their teaching proficiency. This work was expanded between 1983 and 1992 with the FITMAST project (Formal In-service Training of Mathematics and Science Teachers). Stellenbosch University and the University of the Western Cape presented similar in-service training via IMSTUS and the Gold Fields Resource Centre to Mathematics and Science Teachers employed by the then House of Representatives. As a result of changed circumstances and needs, this cooperation with the former education departments ended at the end of 1992. From 1995 to 2003 IMSTUS operated in conjunction with the Division of Academic Development Programmes. Since 2004, IMSTUS has been part of the Department of Curriculum Studies. IMSTUS is particularly concerned with in-service training and offering support to teachers in communities with backlogs. This involves the following:

1. The Advanced Certificate of Education in the Natural Sciences, with specialisations in Life Sciences, Physical Sciences and Mathematical Sciences as well as Information Technology. The programme is presented by the Faculty of Education, with IMSTUS responsible for the management, marketing and coordination. The programme is presented over two years and offers serving teachers the opportunity to become equipped with subject knowledge and didactic competences through a combination of contact and interactive telematic education. Teachers receive an accredited Advanced Certificate of Education on completion of the programme. In 2004 a new specialisation in Mathematical Literacy was incorporated into the ACE programme. This equips teachers to teach the new compulsory subject, Mathematical Literacy, in the Further Education and Training Phase (FET).

2. IMSTUS undertakes various projects to effect educational enrichment and renewal in (mainly) formerly disadvantaged schools. These projects are financed with the aid of grants and donations from the private sector and contracts with the Department of Education. The improvement of subject knowledge and teaching competences of teachers and the promotion of a teaching and learning culture in schools is one of the most important aims of the projects.

2.1 IMSTUS offers support mainly in the form of workshops outside of school hours and visits to classrooms. The aim is to implement the National Curriculum Statement and to link the learning process to the everyday world of the learner. The facilitators, who

visit schools regularly, offer advice to the teachers and support them in establishing a new classroom culture. They also monitor this process.

2.2 IMSTUS enjoys the privilege of working in conjunction with Fontys University in the Netherlands to develop new Mathematics learning material. While context-rich learning modules are made available to learners, their teachers are given intensive support and guidance. The activities in the classroom as well as the development of the learners are carefully monitored.

3. The SciMathUS Post-matric Programme is presented to students from formerly disadvantaged schools who have obtained their National Senior Certificates and have the necessary potential to be successful at university, but as a result of inadequate schooling education do not meet the admission criteria for university programmes. The programme extends over one year and focuses on Mathematics and Physical Sciences or Accounting. Intensive instruction in these subjects enables the majority of these students to perform far better. They are also given support in Language, Thinking and Communication Skills, Computer Literacy and Statistics.

4. Research on the effectiveness of school interventions in Mathematics and Science is undertaken on an ongoing basis.

IMSTUS believes that the services provided to Mathematics and Science teachers hold advantages for learners from all communities in South Africa.

Enquiries:
The Director: Dr JH Smit
Tel.: 021 808 3688   e-mail: jhs@sun.ac.za

PRACTICUM UNIT OF THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

The Practicum Unit of the Department of Educational Psychology offers a professional service to the broader community and schools. Psychological services (assessment and therapeutic inputs) are offered to clients by senior students as part of their practicum training. These students are closely supervised by registered psychologists who strive to promote quality training that would lead to service excellence.

Enquiries:
Tel.: 021 808 2229   Fax: 021 808 3932   e-mail: pracunit_edpsych@sun.ac.za

RESEARCH UNIT FOR MATHEMATICS EDUCATION (RUMEUS)

The Research Unit for Mathematics Education (RUMEUS) is a research centre within the Department of Curriculum Studies. The Unit was created in 1983 as one of a number of research bodies in social sciences at South African universities and it was given long-term support by the Foundation for Science Development. The research programme of the Unit focuses on the in-depth description and analysis of learners' mathematical thinking and concepts, and on the development of such thinking and concepts, with a view to instituting research-based curriculum design in schools. All research at the Unit is based on a constructivist perspective on knowledge and learning. Since the Unit's creation, research has been done on learners' arithmetical and algebraic thinking and concepts, and research results have already been substantially incorporated in the Mathematics curriculum for the primary school phases in South Africa. The Unit has gained international recognition, not only for its research into the development of learners' concepts of division, but also for its research on innovative classroom practices. This latter work was done in conjunction with the National Centre for Research in Mathematics Education at the University of Madison, Wisconsin. Since the inception of the Unit, a large number of postgraduate students in

Mathematics Didactics have carried out their research as part of research projects within the Unit.

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