



Faculty of Education Postgrad Faculty Handbook 2019



**UNIVERSITY OF  
ZULULAND**

University of Zululand  
Private Bag X1001  
KwaDlangezwa  
3886



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**2019**

**Postgrad  
Faculty Handbook**

**Restructured for Relevance**

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**UNIVERSITY OF  
ZULULAND**

**Faculty of Education**

**YEARBOOK 2019**

FACULTY OF EDUCATION  
POSTGRADUATE

## **Contact the Registrar's Unit**

Address all correspondence to:

The Registrar  
University of Zululand  
Private Bag X1001  
KwaDlangezwa  
3886

Tel: (035) 902-6000

Internet: <http://www.unizulu.ac.za>

PLEASE MENTION YOUR STUDENT/REFERENCE NUMBER IN ALL CORRESPONDENCE.

The General Academic Rules of the University, to which all students have to subject themselves and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the web page at <http://www.unizulu.ac.za/yearbooks>

Please note: Although the information in this Yearbook has been compiled with the utmost care and accuracy, the Council and the Senate of the University accept no responsibility whatsoever for errors that may occur. Before students finally decide on the selection of modules, they must consult the class timetable. If a clash occurs in the planned selection of a student, the relevant module combination is not permitted

## **FACULTY OF EDUCATION**



### **VISION**

To be a renowned centre of excellence for teacher education, relevant to local and global needs and characterised by dynamic partnerships and scholarship.

### **MISSION**

To provide high quality education, training and support to students from diverse backgrounds, using best practises in a caring and stimulating, incorporating the culture of research, partnerships and community engagement

### **VALUES**

The interaction amongst the staff of the Faculty, as well as with stakeholders and partners, will reflect the following values: Excellence, Commitment, Honesty, Transparency, Integrity, Professionalism and Customer orientation.

## **UNIVERSITY OF ZULULAND (UNIZULU): OFFICE BEARERS**

### **CHANCELLOR**

Deputy Chief Justice RMM, Zondo

### **VICE-CHANCELLOR**

Prof X. Mtose

### **DEPUTY VICE-CHANCELLOR: RESEARCH AND INNOVATION**

Prof GF De Wet

### **DEPUTY VICE-CHANCELLOR: TEACHING AND LEARNING**

Prof S Songca

### **EXECUTIVE DIRECTOR: RICHARDS BAY CAMPUS**

Prof OM Ndwandwe

### **EXECUTIVE DIRECTOR: HUMAN RESOURCES**

Mr R Ngcobo

### **EXECUTIVE DIRECTOR: FINANCE**

Mr P. Du Plessis

### **EXECUTIVE DIRECTOR: INSTITUTIONAL PLANNING**

Mr NO Cele

### **EXECUTIVE DIRECTOR: STUDENT LIFE/AFFAIRS**

Vacant

### **REGISTRAR**

Mr DE Janse Van Rensburg

## **UNIZULU FACULTY DEANS**

### **Faculty of Arts**

Vacant

### **Faculty of Commerce, Administration and Law**

Prof D Tewari

### **Faculty of Education**

Prof MC Maphalala

### **Faculty of Science and Agriculture**

Prof NW Kunene

## **FACULTY OF EDUCATION (FED) OFFICE BEARERS**

### **DEAN**

Prof MC Maphalala, BPaed, BEd Hons, M. Ed, D.Ed. (UNIZULU), ABET Cert (UNISA), Service Learning Cert (UFS), Leadership in Higher Education Management (WITS Business School).

### **DEPUTY DEANS**

#### **Teaching and Learning - Acting**

Dr MS Mabusela, BPaed, BEd Hons (VISTA) MEd (RAU), D.Ed. (UNIZULU), HDE (UDW)

#### **Research and Internationalisation**

Prof DR Nzima, BA(UNIZULU), BAHons – Psych, BEd Hons (UNISA), MA –Clinical Psych, PhD-Comm. Psych (UNIZULU)

### **DEAN 'S OFFICE CONTACT DETAILS**

DEAN'S OFFICE :	First Floor New Education Building
POSTAL ADDRESS :	THE DEAN Faculty of Education University of Zululand Private Bag X1001 KwaDlangezwa 3886
DEAN'S SECRETARY :	Miss AS MHLONGO
Phone :	035-902 6348
Fax :	086373242
e-mail :	<u><a href="mailto:MhlongoA@unizulu.ac.z">MhlongoA@unizulu.ac.z</a></u>

## HEADS OF DEPARTMENTS

### **Arts and Language Education**

P Pillay, BPaed, (UDW), B. Ed Hons (UNISA), BAHons (*Cum Laude*), MA (UDW), PhD (UNIZULU).

### **Curriculum and Instructional Studies**

Dr. S. Govender, BA (UDW), BEd Hons, EMD, MEd (Cum Laude)(RAU), D. Ed (UNIZULU), HDE (UDW).

### **Early childhood Education**

Dr. SCB Xulu, PTD (Ndumiso), BA, BA Hons, MA, PhD (UNIZULU)

### **Educational Foundation and Management**

Dr SI Kapueja, JSTC, PGDip, (Natal) BPaed, BEd (UNIZULU), MEd (UFS), D.Ed. (UNIZULU).

### **Educational Professional Practice**

Mr MM Mngomezulu, Salesmanship Dip (Damelin), Computer Tech Cert, BA, BEd Hons (UNIZULU), MEd (UFS), D. Ed (UNIZULU), M. ED (Miami)

### **Educational Psychology and Special Education**

Prof MM Hlongwane, JSTC, BA, BA Hons Counselling (UNIZULU), MEd (Ed Psych) Natal, DPhil (UNIZULU), EDP (USB)

### **Mathematics, Science and Technology Education**

Dr B Ndawonde, (BSc, BSc (Hons), PGCE, M.Ed., D.Ed. (UNIZULU), Certificate in Research Design and Methods (Wageningen University-Netherlands), PGDip (HE), (Rhodes University).

### **Social Science Education**

Dr BT Gamede, SSTD, PGDip –Dev Studies, BPaed, BEd Hons (UNIZULU), Business Mngmt Cert, Business Studies Dip (MANCOSA), ABET Cert, Local Gov Dip, HRM Dip (UNISA), MBA (MANCOSA), DEd (UNIZULU).



## ACADEMIC STAFF

Bele, LLP Miss..... Arts and Languages Education  
 Gazu, KA Dr..... Arts and Languages Education  
 Hlatshwayo, ZV Ms..... Arts and Languages Education  
 Khumalo, NP Ms..... Arts and Languages Education  
 Magwaza, TF Mr..... Arts and Languages Education  
 Mngomezulu, TF Miss. .... Arts and Languages Education  
 Moyo, G Prof.....HoD: Arts and Languages Education  
 Msweli, ZP Ms ..... Arts and Languages Education  
 Mthembu-Ngema, WNZ Dr..... Arts and Languages Education  
 Nzama, MV Mr..... Arts and Languages Education  
 Pillay, P Dr .....HoD: Arts and Languages Education

Govender, SA Dr ..... HoD: Curriculum and Instructional Studies  
 Khumalo, PN Ms..... Curriculum and Instructional Studies  
 Mabusela, MSN Dr ..... Curriculum and Instructional Studies  
 Maluleke, N Ms ..... Curriculum and Instructional Studies  
 Mhlongo, HR Dr ..... Curriculum and Instructional Studies

Kok, ECA Dr ..... Early Childhood Education  
 Luthuli, C Ms..... Early Childhood Education  
 Mbatha-Ngubane, TA Prof..... Early Childhood Education  
 Mtshali, ZE Mrs..... Early Childhood Education  
 Xulu, SCB Dr .....HoD: Early Childhood Education

Bender, CJG Prof. .... Educational Foundation and Management  
 Buthelezi, AB Dr. .... Educational Foundation and Management  
 Kapueja, IS Dr ..... HoD: Educational Foundation and Management  
 Mthethwa, LC Mrs..... Educational Foundation and Management  
 Ngidi, TZ Dr ..... Educational Foundation and Management  
 Vilakazi, SA Dr..... Educational Foundation and Management  
 Xulu, VS Dr ..... Educational Foundation and Management

Luvuno, MD Ms.....Educational Professional Practice  
 Mkhasibe, G Mrs..... Educational Professional Practice  
 Mngomezulu, MM Mr ..... HoD: Educational Professional Practice  
 Mzimela, AM Dr .....Educational Professional Practice

Ndaba, NH Mrs ..... Educational Professional Practice

Govender, S Dr ..... Educational Psychology and Special Education

Gumede, GV Mr ..... Educational Psychology and Special Education

Hlongwane, MM Prof ..... HoD: Educational Psychology and Special Education

Kent, CD Dr ..... Educational Psychology and Special Education

Makhonza, L Dr ..... Educational Psychology and Special Education

Makhubu, SS Ms ..... Educational Psychology and Special Education

Mngomezulu, TP Dr ..... Educational Psychology and Special Education

Nkoane, MM Prof ..... Educational Psychology and Special Education

Nzima, DR Prof ..... Educational Psychology and Special Education

Sibisi, LP Miss ..... Educational Psychology and Special Education

Zwane, EXS Mr ..... Educational Psychology and Special Education

Bayaga, A Prof ..... Mathematics, Science and Technology Education

Chibisa, A Mr ..... Mathematics, Science and Technology Education

Chinaka, TW Mr ..... Mathematics, Science and Technology Education

Dlamini, TC Mrs ..... Mathematics, Science and Technology Education

Gayadeen, RC Mr ..... Mathematics, Science and Technology Education

Gumbi, NM Miss ..... Mathematics, Science and Technology Education

Kok, PJ Mr ..... Mathematics, Science and Technology Education

Krishnannair, A Dr ..... Mathematics, Science and Technology Education

Mosoloane, RA Dr ..... Mathematics, Science and Technology Education

Mthembu, MI Mr ..... Mathematics, Science and Technology Education

Ndawonde, BG Dr ..... HoD: Mathematics, Science and Technology Education

Ngwenya, NH Mr ..... Mathematics, Science and Technology Education

Sibaya, DC Prof ..... Mathematics, Science and Technology Education

Talasi, T Mr ..... Mathematics, Science and Technology Education

Tshabalala, MG Mr ..... Mathematics, Science and Technology Education

Xulu, T Mr ..... Mathematics, Science and Technology Education

Brett, MR Mr ..... Social Sciences Education

Chalufu, NM Ms ..... Social Sciences Education

Dube, MC Mr ..... Social Sciences Education

Ezesele, SL Mr ..... Social Sciences Education

Gamede, BT Dr ..... HoD: Social Sciences Education

Khumatake, MR Mrs .....	Social Sciences Education
Kutame, AP Prof .....	Social Sciences Education
Mkhwanazi, KG Ms.....	Social Sciences Education
Mngoma, LW Dr.....	Social Sciences Education
Mokoena, S Mr .....	Social Sciences Education

## SUPPORT STAFF

Chetty-Sherief, D Mrs .....	Curriculum and Instructional Studies
Feketshane, S Mr. ....	Deans Office: Resource Centre
Gumede, S Miss .....	Educational Professional Practice
Khanyile, V .....	Educational Psychology and Special Education
Maikoo, MI Mrs .....	Mathematics, Science and Technology Education
Maistry-Reddy, J Mrs.....	Arts and Languages Education
Manyoni, MP Mr.....	Dean's Office: Teaching Practice
Mdletshe, T Ms .....	Deans Office: Resource Centre
Mhlongo, AS Miss.....	Dean's Office
Mkhonza, ZH Mrs .....	Mathematics Science and Technology Education
Mthembu, TK Mr .....	Dean's Office
Mtotywa, P Mrs. ....	Dean's Office: Faculty Office
Nyawo, N Miss.....	Dean's Office: Faculty Office
Viljoen, HL Mr .....	Educational Professional Practice
Zuma, N Mr .....	Educational Foundation and Management

## ACRONYMS

FED = Faculty of Education

EDED = Doctoral qualification codes

EMED = Masters qualification codes

C = Core: Major modules

A = Ancillary: Supporting modules, not in the curriculum

E = selective modules, flexible to choose

S = Substitutes: if you do not see one check another

P = Prerequisite, not proceed to next level if lower is missing

FT = Full time




PT = Part time

NQFL = National Qualification Framework level

Cr=Credit module

### **NB:**

Colour coding is for viewing in the website, tables and shapes are for ease of reference where: -

Yellow Tables	=	Honours Programmes
Blue Tables	=	Masters Programmes
Green Tables	=	Doctoral Programmes
RED TEXT	=	Emphasise programmes phasing out or to phase out
BLACK  shape	=	No information or incomplete information
BLUE  shape	=	Emphasise NO Modules during the period.
RED  shape	=	Emphasise NO INTAKE



## FACULTY BOARD

In terms of the stipulations of section 37(5) of the UNIZULU Statute each faculty shall have a faculty board constituted in accordance with the Rules. The function of the faculty board is to regulate the activities of the faculty in line with the Policies and Rules of the University.

Faculty Boards are co-responsible for the **quality**, **actuality** and **career-orientation** of learning programs and their content, training and tuition methods, research and innovation, and community service programs.

1. **Composition**

A Faculty Board is a subcommittee of the Senate.

2. **Ex Officio members**

Vice-Chancellor  
Deputy Vice Chancellors  
Registrar

3. **Full members**

- ✓ Dean
- ✓ Heads of departments of the faculty
- ✓ Full professors
- ✓ One additional representative of each department, which representatives shall be elected by departments. The departments could elect academic sectional heads as second representatives to the faculty board.
- ✓ Directors/General managers of institutes/centres of excellence/Centre's of service delivery
- ✓ Faculty Officer
- ✓ Faculty Research Officer
- ✓ Faculty Secretary
- ✓ Student representation – consisting of one representative from the central SRC and one representative from the faculty" elected in terms of the rules of the SRC. If possible, both student representatives should be registered students from the faculty concerned.

4. **Associate members**

- ✓ One representative of the labor union, selected by the union from the staff members of the faculty concerned.
- ✓ Representatives of other faculties by invitation; with the principle of service subjects taken into account.
- ✓ A staff member of the Secretariat to act as secretary.
- ✓ A representative of the library.

- ✓ Co-opted persons without voting rights.

5. **Chairperson**

The dean of the faculty is ex officio the chairperson of the faculty board. The Associate Dean (If applicable) should act as chairperson of the faculty board in the absence of the dean. Should a faculty not have an Associate Dean, the faculty board should annually appoint, from its ranks, a deputy chairperson to act as chairperson in the absence of the dean.

6. **QUORUM**

Two-thirds of the faculty board members (with full membership) constitutes a quorum

7. **MEETINGS**

The secretary shall send each member an agenda, accompanied by the minutes of the previous meeting, at least five workdays before an ordinary meeting and at least two days before a special meeting of the faculty board. The agenda shall indicate the time of and the venue for the meeting and the matters to be discussed.

The agenda shall contain those matters to be handled internally, and the matters to be referred to the Senate.

8. **COMMITTEES OF FACULTY BOARDS**

The following committees shall be standing committees of the faculty board:

- ✓ Faculty Research Committee (FRC)
- ✓ Executive of Faculty Board

9. **FUNCTIONS OF THE FACULTY BOARD**

Please refer to the Terms of Reference for detailed functions of the Faculty Board.

FACULTY OF EDUCATION STRUCTURE

# FACULTY OF EDUCATION

EXECUTIVE DEAN

DEPUTY DEAN

RESEARCH AND INTERNATIONALISATION

DEPUTY DEAN

TEACHING AND LEARNING

## DEPARTMENTS

Early childhood Education

Educational Foundation and  
Management

Arts and Language  
Education

Educational Professional  
Practice

Mathematics, Science and  
Technology Education

Curriculum and  
Instructional Studies

Educational  
Psychology and  
Special Education

Social Science  
Education

**ACADEMIC  
SUPPORT SERVICE**

RESOURCE CENTRE

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## **FED.1 FACULTY RULES**

### **FED.1.1 AUTHORITY OF THE GENERAL RULES**

The faculty rules valid for the different qualifications, programmes and curricula of this faculty and contained in this faculty calendar are subject to the General Rules of the University, as determined from time to time by the Council of the University on recommendation by the Senate. The faculty rules should therefore be read in conjunction with the General Rules.

### **FED.1.2 FACULTY-SPECIFIC RULES**

E.g. Examination sub-minimum, module changes, communiqué on articulation from one qualification to another as well as across degree programs, School Experience or research in schools shall sign a Declaration of Professional Ethics for school experience and research in school's participants, Professional Code of conduct for student teachers, Code of Ethics of the South African Council of Educators (SACE).

**For further details, this is the link to [Faculty Specific Rules](#).**

## **FED.2 WARNING AGAINST PLAGIARISM**

Assignments are individual tasks and not group activities (unless explicitly indicated as group activities).

## **FED.3 LANGUAGE MEDIUM**

The language of instruction in all undergraduate and postgraduate contact sessions is English. All study guides, tests and examination papers are made available to students in English. Students may answer any written or oral test or examination in English.

## **FED.4 GENERAL ADMISSION REQUIREMENTS**

### **FED.4.1. ADMISSION REQUIREMENTS FOR POSTGRADUATE PROGRAMMES**

**Prospective postgraduate students are advised to consult the University's Manual for Postgraduate Studies carefully beforehand.** On taking an appropriate baccalaureus degree students are not automatically admitted to the postgraduate programmes of the Faculty. Admission and registration for postgraduate programmes take place in accordance with the General Rules.

### **FED.4.2. APPROVAL OF STUDY PROGRAMMES**

Approval of study programmes for master's (M. Ed) and doctorate (D. ED)) degrees is given in accordance with General Rules. **Prospective postgraduate students are advised to study these rules carefully beforehand.**

## **FED.5 SUBMISSIONS AND DEADLINES**

Students must beforehand make sure of the official deadlines for submitting examination documents, i.e. mini-dissertations, dissertations and theses. These dates are determined annually. A student who submits his examination documents after the prescribed deadline will most probably not receive his degree at the next graduate ceremony and he/she will have to wait

to the next graduation ceremony. **The implication of this negligence will be that the student will have to register and pay class fees for another year.**

## **FED.6 FACULTY DEPARTMENTS**

<b>Names of Departments</b>	<b>Subject groups</b>
Arts and Language Education	Languages
Curriculum and Instructional Studies	None
Early childhood Education	Languages
Educational Foundation and Management	None
Educational Professional Practice	Teaching Practise & Methods modules
Educational Psychology and Special Education	Life Orientation & Languages
Mathematics, Science and Technology Education	Mathematics & Science
Social Science Education	History, Geography & EMS

## **FED.7 POSTGRADUATE PROGRAMMES IN THE FACULTY**

University of Zululand is authorised to award a number of postgraduate degrees in the Faculty of Education. These qualifications are not necessarily presented in all subjects and also not necessarily full-time and/or part-time in all subjects. They are: -

### **FED.7.1. HEQSF ALIGNED PROGRAMMES AS OF 2019**

<b>Department</b>	<b>Qualification Code</b>	<b>Specialization in</b>	<b>Campus</b>
<b>MASTER OF EDUCATION DEGREES</b>			
Educational Psychology and Special Education	3MED01	MASTERS DISSERTATION IN IN EDUCATIONAL PSYCH	Main
Educational Psychology and Special Education	3MED02	MASTER OF EDUCATION IN RESEARCH METHODOLOGY (CW)	Main
Educational Psychology and Special Education	3MED03	MASTER OF EDUCATION IN EDUCATIONAL PSYCHOLOGY(CW)	Main
Curriculum and Instructional Studies	3MED21	MASTER OF EDUCATION IN CURR AND INSTRUCT	Main
Educational Foundations and Management	3MED31	MASTERS DISSERTATION IN FOUNDATIONS OF ED	Main
Educational Foundations and Management	3MED32	MASTERS DISSERTATION IN EDUCATIONAL MANAGEMENT	Main
	3MED33	MASTERS DISSERTATION IN RESEARCH METHOD	Main

	3MED71	MASTER OF EDUCATION BY DISSERTATION	Main
<b>DOCTOR OF EDUCATION DEGREES</b>			
Mathematics Science Technology Education	3DED11	D.ED ( MATHEMATICS, SCIENCE & TECH)	Main
Curriculum and Instructional Studies	3DED21	DOCTOR OF PHILOSOPHY(CURRICULUM STUDIES)	Main
	3DED71	DOCTOR OF EDUCATION	Main

#### FED.7.2. PROGRAMMES WITH OLD MODULE CODES FOR PIPELINE STUDENTS

Department	Qualification Code	Specialization in	Campus
<b>MASTER OF EDUCATION DEGREES</b>			
Educational Psychology and Special Education	EMED01	MASTER OF EDUCATION IN EDUCATIONAL PSYCH	Main
Curriculum and Instructional Studies	EMED21	MASTER OF EDUCATION IN CURR AND INSTRUCT	Main
Educational Foundations and Management	EMED31	MASTER OF EDUCATION IN FOUNDATIONS OF ED	Main
Educational Foundations and Management	EMED32	MASTER OF EDUCATIONAL MANAGEMENT	Main
	EMED71	MASTER OF EDUCATION BY DISSERTATION	Main
<b>DOCTOR OF EDUCATION DEGREES</b>			
Mathematics Science Technology Education	EDED11	D.ED ( MATHEMATICS, SCIENCE & TECH)	Main
Curriculum and Instructional Studies	EDED21	DOCTOR OF PHILOSOPHY(CURRICULUM STUDIES)	Main
	EDED71	DOCTOR OF EDUCATION	Main

### FED.7.3. PROGRAMMES NOT HEQSF ALIGNED AND TO BE PHASING OUT IN 2020

Department	Qualification Code	Specialization in	Campus
<b>BACHELOR OF EDUCATION HONOURS DEGREES</b>			
Bachelor of Education Honours	302ZZZ	GENERAL	Main

### FED.8 QUALIFICATIONS, PROGRAMMES AND CURRICULA

Different qualifications can be obtained in one Faculty. A specific qualification may be obtained in one or more programmes. The term *programme* indicates a specific field of study), and in each programme one or more curricula are available.

A prospective student must therefore first decide which qualification he/she wants to obtain. For example, after a student has decided he/she would like obtain a B. Ed degree, he has to select a programme, for instance *Language and Social Sciences* or *Language and SMTE* etc. If the student decides on the Language and Social Sciences, he/she must then study the different curricula offered in this programme and finally decide on a curriculum. Information and the rules for the different qualifications, programmes and curricula are explained in this yearbook.

### FED.9 PROGRAMME STRUCTURE

Each programme structure, method of delivery and presentation that are included in this Faculty yearbook programme are subject to the policy laid down by the Institutional Committee for Academic Standards (ICAS) of the University of Zululand (UNIZULU) and consistent with the requirements of the Council on Higher Education (CHE), the Higher Education Qualifications Framework (HEQSF), the Department of Higher Education and Training (DHET), the South African Qualifications Authority (SAQA) and the Minimum Requirements for Teacher Education Qualifications (MRTEQ)

### FED.10 BACHELOR OF EDUCATION HONOURS PROGRAMMES

#### FED.10.1 1 YEAR FT OR 2 YEAR PT HONOURS DEGREES – 120 Credits

**N.B: - This Programme is Phasing out. There will be no intake as of 2020.**

<b>HONOURS PROGRAMMES – 2 years</b>				
Qualification and Specialisation	Qualification Code	Mode of delivery	Campus	NQF level
<b>B. Ed Honours General</b> <ul style="list-style-type: none"><li>– Foundations and Management</li><li>– Educational Psychology and Special Education</li><li>– Education Support Services</li><li>– Special Education</li><li>– Mathematics Science and Technology</li><li>– Primary Education Science</li></ul>	<b>302ZZZ</b>	<b>Contact</b>	<b>Main</b>	<b>7</b>

**FED.10.1.1. MODULE LIST FOR HONOUR'S PROGRAMMES – 120 credits**

Old Module code (SENIOR only)	New Module code (FTENS only)	Descriptive name	Credits	NQFL
<b>Educational Foundations and Management</b>				
ECE591	3CE591	Comparative Education	20	8
ECI591	3CI591	Curriculum and Instructional Studies	20	8
EEP591	3EP591	Educational And Child Psychology	20	8
EER591	3ER591	Educational Research Methods	20	8
EMC591	3MC591	Educational Management	20	8
EPE591	3PE591	Philosophy Of Education	20	8
EPL591	3PL591	Educational Planning	20	8
ESE591	3SE591	Special Education	20	8
ESY591	3SY591	Socio pedagogics	20	8
<b>Educational Psychology and Special Education</b>				
ECA591	3CA591	Childhood and Adolescence Psychology	20	8
EEP591	3EP591	Educational And Child Psychology	20	8
EER591	3ER591	Educational Research Methods	20	8
EGC591	3GC591	Guidance And Counselling	20	8
EPA591	3PA591	Psychological Assessment & Psychology	20	8
ESE591	3SE591	Special Education	20	8
<b>Education Support Services</b>				
ECA591	3CA591	Childhood and Adolescence Psychology	20	8
EEP591	3EP591	Educational And Child Psychology	20	8
EER591	3ER591	Educational Research Methods	20	8
EGC591	3GC591	Guidance And Counselling	20	8
EPA591	3PA591	Psychological Assessment & Psychology	20	8
ESE591	3SE591	Special Education	20	8
<b>Special Education Needs</b>				
ESE501	3SE501	Foundations Of Special Education	10	8
ESE502	3SE502	Learning & Communication Disorders	10	8
ESE503	3SE503	Behavioural / Emotional Disorders	10	8
ESE504	3SE504	Mental Challenges	10	8
ESE505	3SE505	Physical & Sensori-Motor Disorders	10	8
ESE506	3SE506	Assessment And Evaluation	10	8
ESE507	3SE507	Learning And Teaching	10	8
ESE508	3SE508	Curriculum Development	10	8
ESE509	3SE509	Educational Research Methods	20	8

ESE510	3SE510	Educational Research Project	20	8
<b>Mathematics Science and Technology</b>				
ECD591	3CD591	Curriculum Development In Mathematics/Science	20	8
ECP591	3CP591	Cognitive Psychology	20	8
EEC591	3EC591	Educational Computing	20	8
EFE591	3FE591	Foundation Of Education	20	8
EIM591	3IM591	Instructional Management	20	8
ERM591	3RM591	Research Methods In Mathematics And Science	20	8
<b>Primary Education Science</b>				
ERE591	3RE591	Educational Research	12	8
EST591	3ST591	Teaching and Learning Issues	12	8
EFA591	3FA591	Advanced Computing	12	8
ESC591	3SC591	Curriculum Development	12	8
ESS591	3SS591	Science In The World	12	8
EEN591	3EN591	Environmental Education	12	8
ESA591	3SA591	Advanced Studies In Science	12	8
ESG591	3SG591	Advanced Graphic Communication And Design	12	8
ESI591	3SI591	Information Technology And Systems	12	8
ESM591	3SM591	Material Design In Technology	12	8
EFG505	3FG505	Geometry and ITS application	12	8
ESB591	3SB591	Algebra	12	8
ESW591	3SW591	Working With Numbers	12	8

## FED.10.2. CURRICULUM FOR HONOURS PROGRAMME

**2019 is the year of last intake for B. Ed Honours General. There will be New B. Ed Honours programmes to replace this one.**

After completion of the 2 year part-time or 1 year full-time B.Ed. Honours, a student can either exit with honours qualification or could proceed to register for a Master of Education qualification provided they have consulted the University's Manual for Postgraduate Studies beforehand, have applied for and application approved by the Faculty. Following any of the B.Ed. Hons programmes requires proficiency in English medium language.

**Important:** Psychology student's practical's can be done during the year of full-time study. If, for whatever reason, a student fails to complete his/her 150 hours of practical work during his/her year of full-time study, he/she will have to return the following year, on either a part-time on a full-time basis to complete his/her practical in order to qualify for the degree B.Ed., (Educational Psychology option). A student who fails to complete the required period of 150 hours practical but passes six subjects in his/her examinations will qualify for an ordinary B.Ed. degree. Upon

successful completion of this degree, all prospective psychometrists will be required to sit for a national psychometry examination of the Professional Board for Psychology (HPCSA).

The final intake of students for the BEd Hons degree at NQF Level 7 will be December 2019, and these students must complete the qualification by the end of 2022. The BEd Hons degree at NQF Level 7 will be retained until 2022 to accommodate students who are already in the system.

**FED.10.2.1. QUALIFICATION NAME: B. ED HONOURS: FOUNDATIONS AND MANAGEMENT**

**Qualification Code:**302ZZZ **CAMPUS:** KwaDlangezwa **DELIVERY MODE:** PART TIME

**IMPORTANT NOTE: This programme is phasing out in 2019. Only pipeline students will be accommodated in 2020 and these students must complete the qualification by the year end 2022.**

Curriculum: Year Modules					
Old Module code (SENIOR only)	New Module code (FTENS only)	Module Name	Core/Ancillary/ Elective	NQFL	Cr
EPE591	3PE591	Philosophy of Education	C	8	20
EEP591	3EP591	Educational Child and Child Psychology	C	8	20
ECI591	3CI591	Curriculum and Instructional Studies	C	8	20
Choose any three of the following electives:-					
EPL591	3PL591	Educational Planning	E	8	20
ECE591	3CE591	Comparative Education	E	8	20
EER591	3ER591	Educational Research Methods	E	8	20
ESE591	3SE591	Special Education	E	8	20
ESY591	3SY591	Socio Pedagogics	E	8	20
EMC591	3MC591	Educational Management	E	8	20
<b>Total Credits</b>					<b>120</b>



**FED.10.2.2. QUALIFICATION NAME: B. ED HONOURS: EDUC. PSYCH. AND SPECIAL EDU**

Qualification Code: 302ZZZ CAMPUS: KwaDlangezwa DELIVERY MODE: PART TIME

**IMPORTANT NOTE: This programme is phasing out in 2019. Only pipeline students will be accommodated in 2020 and these students must complete the qualification by the year end 2022.**

Curriculum: Year Modules					
Old Module code (SENIOR only)	New Module code (FTENS only)	Module Name	Core/Ancillary/ Elective	NQFL	Cr
ECA591	3CA591	Childhood and Adolescence Psychology	C	8	20
EEP591	3EP591	Educational And Child Psychology	C	8	20
EER591	3ER591	Educational Research Methods	C	8	20
EGC591	3GC591	Guidance And Counselling	C	8	20
EPA591	3PA591	Psychological Assessment & Psychology	C	8	20
ESE591	3SE591	Special Education	C	8	20
<b>Total Credits</b>					<b>120</b>

**FED.10.2.3. QUALIFICATION NAME: B. ED HONOURS: EDUCATION SUPPORT SERVICE**

Qualification Code :302ZZZ CAMPUS: KwaDlangezwa DELIVERY MODE: PART TIME

**IMPORTANT NOTE: The programme is NOT ON OFFER, already phased out.**

Curriculum: Year Modules					
Old Module code (SENIOR only)	New Module code (FETENS only)	Module Name	Core/Ancillary/ Elective	NQFL	Cr
ECA591	3CA591	Childhood and Adolescence Psychology	C	8	20
EEP591	3EP591	Educational And Child Psychology	C	8	20
EER591	3ER591	Educational Research Methods	C	8	20
EGC591	3GC591	Guidance And Counselling	C	8	20
EPA591	3PA591	Psychological Assessment & Psychology	C	8	20
ESE591	3SE591	Special Education	C	8	20
<b>Total Credits</b>					<b>120</b>

**FED.10.2.4. QUALIFICATION NAME: B. ED HONOURS: SPECIAL EDUCATION NEEDS****Qualification Code:**302ZZZ **CAMPUS:** KwaDlangezwa **DELIVERY MODE:** PART TIME**IMPORTANT NOTE: This programme is phasing out in 2019. Only pipeline students will be accommodated in 2020 and these students must complete the qualification by the year end 2022.**

Curriculum: Year Modules					
Old Module code (SENIOR only)	New Module code (FTENS only)	Module Name	Core/Ancillary/ Elective	NQFL	Cr
ESE501	3SE501	Foundations Of Special Education	C	8	10
ESE502	3SE502	Learning & Communication Disorders	C	8	10
ESE503	3SE503	Behavioural / Emotional Disorders	C	8	10
<b>Choose any three of the following electives:-</b>					
ESE504	3SE504	Mental Challenges	E	8	10
ESE505	3SE505	Physical & Sensory-Motor Disorders	E	8	10
ESE506	3SE506	Assessment And Evaluation	E	8	10
ESE507	3SE507	Learning And Teaching	E	8	10
ESE508	3SE508	Curriculum Development	E	8	10
ESE509	3SE509	Educational Research Methods	E	8	20
ESE510	3SE510	Educational Research Project	E	8	20
<b>Total Credits</b>					<b>120</b>

**FED.10.2.5. QUALIFICATION NAME: B. ED HONOURS: MATHS, SCIENCE & TECHNOLOGY****Qualification Code:**302ZZZ **CAMPUS:** KwaDlangezwa **DELIVERY MODE:** PART TIME**IMPORTANT NOTE:** This programme is phasing out in 2019. Only pipeline students will be accommodated in 2020 and these students must complete the qualification by the year end 2022.

Curriculum: Year Modules					
Old Module code (SENIOR only)	New Module code (FTENS only)	Module Name	Core/Ancillary/ Elective	NQFL	Cr
ECD591	3CD591	Curriculum Development In Mathematics/Science	C	8	20
ECP591	3CP591	Cognitive Psychology	C	8	20
EEC591	3EC591	Educational Computing	C	8	20
EFE591	3FE591	Foundation Of Education	C	8	20
EIM591	3IM591	Instructional Management	C	8	20
ERM591	3RM591	Research Methods In Mathematics And Science	C	8	20
<b>Total Credits</b>					<b>120</b>

**FED.10.2.6. QUALIFICATION NAME: B. ED HONOURS: PRIMARY EDUCATION SCIENCE****Qualification Code:**302ZZZ **CAMPUS:** KwaDlangezwa **DELIVERY MODE:** PART TIME**IMPORTANT NOTE:** This programme is phasing out in 2019. Only pipeline students will be accommodated in 2020 and these students must complete the qualification by the year end 2022.

Curriculum: Year Modules					
Old Module code (SENIOR only)	New Module code (FTENS only)	Module Name	Core/Ancillary/ Elective	NQFL	Cr
ERE591	3RE591	Educational Research	C	8	12
EST591	3ST591	Teaching and Learning Issues	C	8	12
EFA591	3FA591	Advanced Computing	C	8	12
ESC591	3SC591	Curriculum Development	C	8	12
<b>Choose any three of the following electives:-</b>					
ESS591	3SS591	Science In The World	E	8	12
EEN591	3EN591	Environmental Education	E	8	12
ESA591	3SA591	Advanced Studies In Science	E	8	12

ESG591	3SG591	Advanced Graphic Communication And Design	E	8	12
ESI591	3SI591	Information Technology And Systems	E	8	12
ESM591	3SM591	Material Design In Technology	E	8	12
EFG505	3FG505	Geometry and ITS application	E	8	12
ESB591	3SB591	Algebra	E	8	12
ESW591	3SW591	Working With Numbers	E	8	12
<b>Total Credits</b>					<b>120</b>

**FED.10.2.7. QUALIFICATION NAME: B. ED HONOURS: SPECIAL EDUCATION NEEDS**

Qualification Code:302ZZZ CAMPUS: KwaDlangezwa DELIVERY MODE: PART TIME

**IMPORTANT NOTE: This programme is phasing out in 2019. Only pipeline students will be accommodated in 2020 and these students must complete the qualification by the year end of 2022.**

<b>Curriculum: Year Modules</b>					
<b>Old Module code (SENIOR only)</b>	<b>New Module code (FTENS only)</b>	<b>Module Name</b>	<b>Core/Ancillary/ Elective</b>	<b>NQFL</b>	<b>Cr</b>
ESE501	3SE501	Foundations Of Special Education	C	8	10
ESE502	3SE502	Learning & Communication Disorders	C	8	10
ESE503	3SE503	Behavioural / Emotional Disorders	C	8	10
ESE504	3SE504	Mental Challenges	C	8	10
ESE505	3SE505	Physical & Sensori-Motor Disorders	C	8	10
ESE506	3SE506	Assessment And Evaluation	C	8	10
ESE507	3SE507	Learning And Teaching	C	8	10
ESE508	3SE508	Curriculum Development	C	8	20
ESE509	3SE509	Educational Research Methods	C	8	20
ESE510	3SE510	Educational Research Project			
<b>Total Credits</b>					<b>110</b>

**FED.10.3. TESTS AND ASSIGNMENTS WEIGHTINGS FOR HOUNOURS MODULES**

Old Module code (SENIOR only)	New Module code (FTENS only)	Descriptive name	Tests	Assign.	Pract.	TOT	DP	EXAM
			100%			100	50	50
Educational Foundations and Management								
ECE591	3CE591	Comparative Education	60	40				
ECI591	3CI591	Curriculum and Instructional Studies	60	40				
EEP591	3EP591	Educational And Child Psychology		50	50			
EER591	3ER591	Educational Research Methods		50	50			
EMC591	3MC591	Educational Management	60	40				
EPE591	3PE591	Philosophy Of Education	60	40				
EPL591	3PL591	Educational Planning	60	40				
ESE591	3SE591	Special Education		50	50			
ESY591	3SY591	Socio pedagogics	60	40				
Educational Psychology and Special Education								
ECA591	3CA591	Childhood and Adolescence Psychology		50	50	100	50	50
EEP591	3EP591	Educational And Child Psychology		50	50	100	50	50
EER591	3ER591	Educational Research Methods		50	50	100	50	50
EGC591	3GC591	Guidance And Counselling		50	50	100	50	50
EPA591	3PA591	Psychological Assessment & Psychology		50	50	100	50	50
ESE591	3SE591	Special Education		50	50	100	50	50
Education Support Services								
ECA591	3CA591	Childhood and Adolescence Psychology		50	50			
EEP591	3EP591	Educational And Child Psychology		50	50			
EER591	3ER591	Educational Research Methods		50	50			
EGC591	3GC591	Guidance And Counselling		50	50			

EPA591	3PA591	Psychological Assessment & Psychology		50	50			
ESE591	3SE591	Special Education		50	50			
Special Education Needs								
ESE501	3SE501	Foundations Of Special Education		50	50			
ESE502	3SE502	Learning & Communication Disorders		50	50			
ESE503	3SE503	Behavioural / Emotional Disorders		50	50			
ESE504	3SE504	Mental Challenges		50	50			
ESE505	3SE505	Physical & Sensori-Motor Disorders		50	50			
ESE506	3SE506	Assessment And Evaluation		50	50			
ESE507	3SE507	Learning And Teaching		50	50			
ESE508	3SE508	Curriculum Development		50	50			
ESE509	3SE509	Educational Research Methods		50	50			
ESE510	3SE510	Educational Research Project		100		Not Examinable		
Mathematics Science and Technology								
ECD591	3CD591	Curriculum Development In Mathematics/Science		20+30	20+30			
ECP591	3CP591	Cognitive Psychology		50	50			
EEC591	3EC591	Educational Computing						
EFE591	3FE591	Foundation Of Education		33x3				
EIM591	3IM591	Instructional Management						
ERM591	3RM591	Research Methods In Mathematics And Science						
Primary Education Science								
ERE591	3RE591	Educational Research						
EST591	3ST591	Teaching and Learning Issues		20+30	20+30			
EFA591	3FA591	Advanced Computing	40	40	20			
ESC591	3SC591	Curriculum Development	60	40				
ESS591	3SS591	Science In The World	50	50				
EEN591	3EN591	Environmental Education						
ESA591	3SA591	Advanced Studies In Science	50+50					
ESG591	3SG591	Advanced Graphic Communication And Design	50	50				

ESI591	3SI591	Information Technology And Systems	50	50				
ESM591	3SM591	Material Design In Technology	50	50				
EFG505	3FG505	Geometry and ITS application	33x3					
ESB591	3SB591	Algebra	50	50				
ESW591	3SW591	Working With Numbers	40x2	20				

#### FED.10.4. MODULE CONTENT AND OUTCOMES FOR HONOURS PROGRAMMES

Module code: 3CE591	YEAR MODULE	NQF level: 8
<b>Title: Comparative Education</b>		
<b>Content:</b> <p>The focus is on comparative study of contemporary educational issues and problems, e.g. equality of educational opportunities (including gender issues and multicultural education); linking formal and non-formal education, curriculum reform; adult education.</p> <p>International comparisons (with selected countries) will be done with the intention of looking at similarities and differences with regard to educational aims, policies and practice.</p>		
<b>Module outcomes:</b> <ul style="list-style-type: none"> <li>To demonstrate an understanding of contemporary educational problems and issues</li> <li>To compare and contrast educational practices of selected countries around the world</li> <li>To demonstrate the ability to identify the most suitable education system for South Africa, in terms of educational aims, policies and practices.</li> </ul>		
<b>Method of delivery: Part Time</b>		
<b>Assessment modes:</b> Continuous formative assessment through tests, assignments, teaching journals, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination		
Module code: 3CI591	YEAR MODULE	NQF level: 8
<b>Title: Curriculum Development in Mathematics/ Science</b>		
<b>Content:</b> Background to educational transformation related to curriculum in South Africa: NQF, Curriculum 2005, OBE, and NSC. Curriculum Studies as a field of study: description, definitions (conceptions) of curriculum. The processes of curriculum development: phases, approaches and orientations of curriculum development. Curriculum design: levels, process, models, components of curriculum design. Classroom management: Approaches to classroom management, general classroom management principles, maintaining effective teaching and learning environment.		
<b>Module outcomes:</b>  By the end of the module, students should be equipped with: -		

<ul style="list-style-type: none"> <li>• Create arguments on the analysis and evaluation of the views and perspectives from various sources.</li> <li>• Consolidate and deepen expertise in issues of curriculum design and development.</li> <li>• Apply research methodologies and techniques in completing an assignment in the discipline of Curriculum.</li> <li>• Demonstrate high level of theoretical engagement and intellectual independence.</li> <li>• Reflect and develop a systemic survey of current thinking, practice research methods in Curriculum Studies</li> </ul>		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of examination; compulsory one 3-hour paper		
<b>Module code: 3EP591</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Educational and Child Psychology		
<p><b>Content:</b> Terminology used to designate Educational Psychology, How the study of Educational Psychology developed? Approaches to and areas of specialization within Educational Psychology. Why Educational Psychology is an essential area of study for prospective teachers? Empirical studies on cognitive, affective and conative aspects of the child. Empirical studies relating to the preschool, primary school and secondary school child in respect of social development, learning and contemporary issues in education in the South African context. An in-depth study of the exponents of the following theories of learning:</p> <ul style="list-style-type: none"> <li>✓ Behavioural view of learning</li> <li>✓ Cognitive view of learning.</li> <li>✓ Gestalt view of learning.</li> <li>✓ Humanistic view of learning.</li> <li>✓ Phenomenological/ Psych pedagogic view of learning.</li> <li>✓ Emphasis on learning theorists like Bruner, Vygotsky, Feuerstein and Sternberg.</li> </ul> <p>And Research trends and paradigms in Educational Psychology.</p>		
<p><b>Module outcomes:</b></p> <p>By the end of the module, students should be equipped with: - To expose students in the theory of Educational Psychology; build a strong foundation of the subject and introduce students to practical work of problem identification, screening and limited intervention procedures. By the end of the module, students should be equipped with all the requisite skills expected at their level as indicated above.</p>		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of examination; One 3-hour paper		
<b>Module code: 3ER591</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Educational Research Methods		
<p><b>Content:</b> The course will focus on: Principles and methods in educational research. The nature and meaning of educational research. Classification of research: applied versus basic research. Approaches to research: experimental, descriptive, historical, philosophical, ethnography, action-research etc. Planning or designing of educational research: steps in the planning of research; guidelines for writing research proposal. Samples and sampling designs. Tools and techniques of research: research instruments. Validity and reliability of research instrument. Quantitative and qualitative methods in research. Research and experimental designs. Descriptive statistics: levels of measurements; organization and presentation of data; measures of central tendency; variability</p>		



and relative performance; the normal distribution curve and its deviations, correlation techniques and their computations. Inferential statistics: statistical inference, sampling distribution and test of significance; testing hypotheses about proportions and the use of appropriate statistics; testing hypotheses about more than two means and the use of appropriate statistics; multivariate statistics. The use of a computer in research. Practicum: students are expected to review articles from scientific journals e.g. SAJE and SAJP to enhance their level of understanding of scientific parlance and technical literature.

**Module outcomes:** By the end of the module, students should be equipped with: - with research skills necessary to write a research proposal and produce a mean project.

**Method of delivery:** Part Time

**Assessment modes:** Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.

<b>Module code: 3MC591</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
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**Title:** Educational Management

**Content:**

### **1 BASIC CONCEPTS IN EDUCATIONAL MANAGEMENT**

1.1 School Governance as a perspective of educational management

1.2 Basic tenets of educational management (Principles/beliefs that a theory is based)

- Planning
- Organising
- Leading
- Controlling
- Empowerment

### **2 THEORIES AND MODELS OF EFFECTIVE EDUCATIONAL MANAGEMENT**

2.1 The functions of theories and models in educational management.

2.2 Selected Theories / Models

- Situational theory
- The Characteristics theory
- The theory of interaction between relationship and task
- Systems models/theories
- Bureaucratic models/theories
- Hierachial models/theories
- Democratic models/theories
- Ambiguous models/theories

### **3. MANAGEMENT OF HUMAN RESOURCES: AN INTRODUCTORY OVERVIEW**

3.1 The role and function of HRM in educational institutions

3.2 The systems approach to Human Resources Management in the educational institutions

3.3 The Human Resources Planning process

- Recruitment

- Selection
- Interviews
- Induction and Orientation

### 3.4 Human Resources Management Throughput Processes

## TASKS AND RESPONSIBILITIES IN EDUCATIONAL MANAGEMENT

- 4.1 Motivation and reward in educational management
- 4.2 Prevention of stress and burnout in education institutions
- 4.3 Dealing with organizational conflict in educational institutions
- 4.4 Change management in educational institutions
- 4.4 Decision-making and Problem solving in educational institutions
  - Time management
  - Self-management
  - Working with teams

## 5 LEGAL FRAMEWORK GOVERNING SCHOOLING IN SOUTH AFRICA

- 5.1 Constitution,
- 5.2 Schools Act (SASA),
- 5.3 Labour Relations Act
- 5.4 Employment of Educators' Act (Act 76 1998)
- 5.5 Education Laws Amendment Act no 53 of 2000
- 5.6 Educational laws amendment Act (Act 31 of 2007)

**Method of delivery:** Part Time

Module outcomes:

By the end of the module, students should be equipped with skills and competencies of managing and leading schools.

**Module code:** 3PE591

**YEAR MODULE**

**NQF level: 8**

**Title:** Philosophy of Education

**Content:** The study of philosophy of education in South Africa referring to various ideologies influencing it. Classical and contemporary philosophies with special reference to anti-racism campaigns, multicultural education, African philosophies. More emphasis on metatheories and recent trends of philosophy of education

**Module outcomes:**

By the end of the module, students should be equipped with: -

- Ability of student's teachers' to demonstrate broad understanding of modern philosophical concepts issues and relate them to educational settings. Student teachers are taught how to identify, explain and apply modern classical philosophical propositions and concepts to contextual issues in education in contemporary society
- Identify and explain some key classical philosophical concepts and theoretical propositions that help teachers to understand different educational realities and settings.
- Analyse the difference between the theories and the metatheories in philosophy
- Describe qualities of each philosophical trend
- Demonstrate the application of each approach in the relevant scenario

<ul style="list-style-type: none"> <li>Application of research methodologies and techniques in formulation of assignments and presentation regarding relevant issues in philosophy of education.</li> </ul>		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. Formative assessment in this module comprised of test, assignment and presentations. This module is coursework which is assessed by means of summative assessment which will be examination, compulsory three hour paper, which is externally moderated		
<b>Module code:</b> 3PL591	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Educational Planning		
<b>Content:</b> Economics and Educational Planning. Educational Planning in relation to social and economic planning, Educational Planning and development, Education, manpower and employment. The process of planning. Current educational issues. Education, race and cultural pluralism; Education and inequalities; Non-formal education; Reconstruction and transformation. 0A study of Educational Planning in one of the following: Zimbabwe, Mozambique, Namibia, Botswana		
<b>Module outcomes:</b> By the end of the module, students should be equipped with:- Educational Planning and Educational Policy.		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of.....		
<b>Module code:</b> 3SE591	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Special Education		
<b>Content:</b> The course will focus on: The foundations of special education: Defining special education. Scope and task of special education. Professionals in special education. Defining normality and abnormality: statistical, medical and social models; the third world approach. The legal basis for special education: administration, social political and economic realities of special education. Categories of exceptionality: High prevalence categories of exceptionality. Moderate-prevalence categories of exceptionality. Low-prevalence categories of exceptionality. Teaching exceptional children: Delivering services to students with special needs. Concepts guiding placement decisions: least restrictive environment and mainstreaming. Special education programmes: instruction in a resource room; special schools; residential schools; home-based instructions; 'pull-out' and 'stay put' programmes. Individualized education programmes (IEP). Special teaching methods: precision teaching; co-operative learning; peer-directed learning, learning strategies training; social skills. Behaviour therapy and child therapy. Helping parents cope with specific problems of children. Research trends and paradigms of special education. Practicum (6 hours per week)		
<b>Module outcomes:</b> By the end of the module, students should be able: - to analyze the foundations of special education, understand the established categories and be able to teach exceptional learners.		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination		
<b>Module code:</b> 3SY591	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Socio Pedagogics		

<b>Content:</b> This module at empowering students on the vast reflection of sociology of education within the country and globally.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - <ul style="list-style-type: none"> <li>• Understanding sociological perspectives and concepts and the role of Sociology in understanding modern society</li> <li>• Developing arguments on sociological issues related to sociology and education</li> <li>• Application of research methodologies and techniques in formulation of assignments and presentation regarding relevant issues in socio pedagogics.</li> </ul>		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. Formative assessment in this module comprised of test, assignment and presentations. This module is coursework which is assessed by means of summative assessment which will be examination, compulsory three hour paper, which is externally moderated.		
<b>Module code: 3CA591</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Childhood and Adolescence Psychology		
<b>Content:</b> The course will provide an: Introduction to childhood and adolescence problems. The context of childhood in South Africa; the ecological and socio-political context of education and development; cross-cultural studies. Normal growth problems e.g. enuresis and encopresis. Social, political upheavals and youth problems. Socio-political problems and the needs of youth. Pupil's peer-group and family problems and learning. Street children, environmentally-deprived child and learning. Behaviour problems, impulsivity and violence in society. Some prominent youth problems: Emotional problems e.g. school phobia, school refusal etc. Conduct disorders e.g. truancy, juvenile delinquency, maladjustment, teenage pregnancy and sex education. Substance abuse and addiction e.g. glue sniffing, alcoholism, smoking, drugs etc. School discipline e.g. failure rate and attrition, classroom problems, attention deficit etc. Systems-level assessment and interventions. Research trends and paradigms in social pathology.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with:- information necessary for an effective understanding of the childhood and adolescence problems influencing learners behaviours in South Africa and globally.		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through participation in class, assignments (academic and professional) and presentations; summative assessment through examinations in June.		
<b>Module code: 3EP591</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Educational and Child Psychology		
<b>Content:</b>		
<b>Module outcomes:</b> By the end of the module, students should be equipped with:-		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This modules is coursework/research which is assessed by means of examination,.		

Module code: 3GC591	YEAR MODULE	NQF level: 8
<b>Title:</b> Guidance and Counselling		
<b>Content:</b> The nature of guidance and counselling. Principles and approaches to guidance and counselling. Organization and administration services. Guidance and counselling process. Communication skills in guidance and counselling. Modern trends in guidance and counselling		
<b>Module outcomes:</b> By the end of the module, students should be equipped with:- knowledge and understanding of guidance and counselling approaches to deal with learners having special needs.		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.		
Module code: 3PA591	YEAR MODULE	NQF level: 8
<b>Title:</b> Psychological Assessment & Psychology		
<b>Content:</b> Introduction to psychological assessment; psychometric testing; classification of psychological measures; importance of psychological tests; ability testing; academic assessments; career assessment and inventories; behavioural checklists and rating scales; personality testing; future trends, prospects and limitations.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - significant ability to deal with the basic knowledge, skills, methods and procedures involved in psychological assessment and evaluation procedures relevant to the field of Educational Psychology. Learners are exposed to a range of assessment tools and are expected to familiarize themselves with the basic range of tools as well as understand the operationalization of Department of Psychology and Special Education's test library. The participants of this module will also have a basic understanding of the Health Professions Council of South Africa's (HPCSA) requirements for the use of psychological tools. This module will, together with other key factors, assist in the preparation of students for the practical component of the programme.		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of formative assessment: assignments, tests, practical work. Summative assessment: Examinations.		
Module code: 3SE591	YEAR MODULE	NQF level: 8
<b>Title:</b> Special Education		
<b>Content:</b> The course will focus on: The foundations of special education: Defining special education. Scope and task of special education. Professionals in special education. Defining normality and abnormality: statistical, medical and social models; the third world approach. The legal basis for special education: administration, social political and economic realities of special education. Categories of exceptionality: High prevalence categories of exceptionality. Moderate-prevalence categories of exceptionality. Low-prevalence categories of exceptionality. Teaching exceptional children: Delivering services to students with special needs. Concepts guiding placement decisions: least restrictive environment and mainstreaming. Special education programmes: instruction in a resource room; special schools; residential schools; home-based instructions; 'pull-out' and 'stay put' programmes. Individualized education programmes (IEP). Special teaching methods: precision teaching; co-operative learning; peer-directed learning, learning strategies training; social skills. Behaviour therapy and child therapy. Helping		

parents cope with specific problems of children. Research trends and paradigms of special education. Practicum (6 hours per week).		
<b>Module outcomes:</b> By the end of the module, students should be able:- to analyze the foundations of special education, understand the established categories and be able to teach exceptional learners		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination		
<b>Module code: 3SE501</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Foundations of Special Education		
<b>Content:</b> History of special education theories and the development of special education. Teaching exceptional learners.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with:- To equip post graduate students with knowledge skills and attitudes they need in understanding the history, theories and the development of special education.		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This modules is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.		
<b>Module code: 3SE502</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Learning & Communication Disorders		
<b>Content:</b> The module will define learning disorders, communication disorders; analyse the various diagnostic characteristics of learning disorders such as reading, writing, mathematics and ADHD; communication disorders such as expressive and receptive language, speech sound errors, distortions and fluency disorders; second language difficulties in South Africa.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with:- the ability to identify learning and communication disorders, and support such learners with relevant teaching and learning activities		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination		
<b>Module code: 3SE503</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Behavioural/ Emotional Disorders		
<b>Content:</b> Characteristics and Prevalence; types of emotional and behavioural disorders in children; emotional and behavioural disorders in the classroom; teaching students with emotional and behavioural disorders; accommodations for students with emotional and behavioural disorders Behaviour and Mental Health ; A Continuum of Support; Multi-tiered Support for Behaviour; Responding to Inappropriate Behaviour; TIER 1: WHOLE-SCHOOL		

OR CLASSROOM APPROACHES; TIER 2: SMALL GROUP OR INDIVIDUAL APPROACHES; TIER 3:INTENSIVEINDIVIDUALISED APPROACHES.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with:- relevant knowledge and skills they can use to guide and counsel learners presenting behavioural and/ or emotional disorders.		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This modules is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination		
<b>Module code: 3SE504</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Mental Challenges		
<b>Content:</b> The course addresses: Mental challenges (definitions, giftedness, mental retardation). Giftedness (characteristics, cognitive, academic, physical, behavioural, communication). Instructional approaches (enrichment, acceleration or advancement, enrichment tactics, acceleration tactics, trends and issues). Gifted and talented in perspective (underachievement, causes of under-achiever, intervention). Mental retardation (characteristics, causes). Instructional approaches (improving functional skills, improving academic skills, improving school adaptive skills, improving leisure and work skills). Support services.		
<b>Module outcomes:</b> By the end of the module, students should be able: - to understand various mental challenges experienced by learners and how these barriers experienced impact on the processes of teaching and learning. This module further seeks to facilitate the appropriate use of relevant instructional techniques in various classrooms providing diverse levels of support and encourage multilevel stakeholders support with special emphasis on parental involvement.		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.		
<b>Module code: 3SE505</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Physical & Sensori-Motor Disorders		
<b>Content:</b> Physical Impairment - Motor and Mobility Impairments: What is Motor Impairment? What is Mobility Impairment? Practical Tips for Teaching Children with Physical Impairments; Cerebral Palsy; Practical Tips for Teaching Children with Cerebral Palsy; <b>Accommodation Ideas for:</b> Getting In and Around the School and Classroom; Communicating with Students and School (Teaching and learning, One-on-One); Reading or Writing (Assignments, Class Activity Materials); Managing Work and Time (Planning and Scheduling); Using a Computer; Working in the Lab or Field.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with:- the knowledge to identify some common characteristics of Physical Impairment (PI) and the associated educational impact, and recognize special considerations for teaching and assessment for children with known or suspected PI.		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios,		

attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.		
<b>Module code: 3SE506</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Assessment and Evaluation		
<b>Content:</b> Definition of assessment; tools of assessment and purposes, methods and effects of assessments; interpreting and using assessment results; keeping records of assessment; assessing language, assessing reading, assessing reading comprehensions; assessing written language; assessing mathematics and assessing science and social studies; integrating assessment.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with:- requisite knowledge and skills to carry out assessment and evaluation functions for the purpose of teaching and learning of learners with special needs education.		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.		
<b>Module code: 3SE507</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Learning and Teaching		
<b>Content:</b> Teaching learners with special needs, special education in an Era of inclusion and standards, strategies for collaboration, strategies for classroom management and behavior support.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with:- knowledge, skills and applied competencies to enable them to be competent users of strategies for teaching learners with special needs		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.		
<b>Module code: 3SE508</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Curriculum Development		
<b>Content:</b> CURRICULUM DEVELOPMENT CURRICULUM THEORY: Traditions of curriculum thought; current issues in curriculum theory; perspectives (historical, sociological, political, psychological) on curriculum; a personal philosophy of curriculum. ISSUES IN CURRICULUM DESIGN: Curriculum aims and objectives; priorities and resources in curriculum design; curriculum organization and structure; curriculum design and needs analysis; integration and the structures of disciplines. BALANCING A CURRICULUM: Coherent curriculum structures; writing aims and objectives; the modular curriculum; the negotiated curriculum; the accreditation of prior learning and experience; modes of assessment; accreditation and certification. EVALUATING THE CURRICULUM: An introduction to the concept and methodology of curriculum evaluation. MEETING SPECIAL EDUCATIONAL NEEDS - CURRICULUM, TEACHING AND LEARNING: key concepts in the development of the curriculum for pupils and students with special educational needs. The nature and purpose of different models of curriculum are discussed in the context of an historical overview. Ideas about the curriculum both facilitating learning and presenting barriers to		



participation are explored. It examines the development of meaningful access to learning: through processes of curriculum adaptation and differentiation; through planning for individual learning; and through an examination of aspects of the assessment process.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with:- a good working knowledge of curriculum development theory and instructional design practice and will create awareness among the students of the range of issues to be considered in the process of curriculum development, instructional design and implementation.		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.		
<b>Module code: 3SE509</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Educational Research Methods		
<b>Content:</b> Definition of assessment; tools of assessment and purposes, methods and effects of assessments; interpreting and using assessment results; keeping records of assessment; assessing language, assessing reading, assessing reading comprehensions; assessing written language; assessing mathematics and assessing science and social studies; integrating assessment		
<b>Module outcomes:</b> By the end of the module, students should be equipped with:-		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of .....		
<b>Module code: 3SE510</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Educational Research Project		
<b>Content:</b> The contents of the course are: What is an educational research project? Outline of an educational research project. Selection and framing an appropriate topic. Basic terminology. Steps to follow when conducting an educational research project. Appropriate referencing style – APA. Select topic. Plan introduction and motivation for the study. Statement of the problem (research questions). Objectives of the study. Hypotheses. Methodology and research design. Ethical considerations. Value of the study. Operational definitions. Proposed plan of the study references.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with:- ability to develop sensitivity towards issues regarding educational research with specific interest in special needs education viz, the background to basic social science research methodology, purposes of educational research projects, various basic concepts, legal and ethical considerations in educational research projects, sources of data, data gathering techniques, the value of research projects and use of the American psychological Association (APA) style of referencing.		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios,		

attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.		
<b>Module code: 3CD591</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Curriculum Development in Mathematics/ Science		
<b>Content:</b> Background to educational transformation related to curriculum in South Africa: NQF, Curriculum 2005, OBE, and NSC. Curriculum Studies as a field of study: description, definitions (conceptions) of curriculum. The processes of curriculum development: phases, approaches and orientations of curriculum development. Curriculum design: levels, process, models, components of curriculum design. Classroom management: Approaches to classroom management, general classroom management principles, maintaining effective teaching and learning environment.		
<b>Module outcomes:</b>  By the end of the module, students should be equipped with: - <ul style="list-style-type: none"> <li>• Create arguments on the analysis and evaluation of the views and perspectives from various sources.</li> <li>• Consolidate and deepen expertise in issues of curriculum design and development.</li> <li>• Apply research methodologies and techniques in completing an assignment in the discipline of Curriculum.</li> <li>• Demonstrate high level of theoretical engagement and intellectual independence.</li> <li>• Reflect and develop a systemic survey of current thinking, practice research methods in Curriculum Studies.</li> </ul>		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of examination; compulsory one 3-hour paper		
<b>Module code: 3CP591</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Cognitive Psychology		
<b>Content:</b> Logical and psychological considerations, discovering and constructing mathematics, further implications for the curriculum.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with ability:- to study issues and theories concerned with the learning of school mathematics, consider implications for classroom implementation and acquire familiarity with the relevant literature.		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This modules is assessed by means of continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in January		
<b>Module code: 3EC591</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Educational Computing		
<b>Content:</b> Develop a short research paper (project) on a relevant topic using MS Word MLA style documentation with group presentations on this topic. Advanced spread-sheet skills with focus on formulas like VLOOKUP, NPV analysis, PMT, What-if-Analysis and goal seek. Part of the course is an introduction to project management and analysis of a LMS like Moodle. Other topics covered are basic concepts, managing files, Web browsing and communication.		

<b>Module outcomes:</b> By the end of the module, students should be able: - to build on computer literacy by expanding on the knowledge about and use of computers and related technologies for <ul style="list-style-type: none"> <li>✓ Integration of technology and curriculum to support learning</li> <li>✓ Effective use of computers as an aid to problem solving</li> <li>✓ School and classroom management</li> <li>✓ Educational research</li> <li>✓ Electronic information access and exchange</li> <li>✓ Personal and professional productivity</li> <li>✓ Technical assistance and leadership</li> </ul>		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of one practical test, research project and presentation and a final examination that is 20% theory and 80% testing practical skills.		
<b>Module code:</b> 3FG505	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Geometry and its application		
<b>Content:</b> Polygons, angles, mensuration and trigonometry.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with:- the deeper knowledge and understanding of geometry and its application.		
<b>Method of delivery:</b> Part Time		
Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in January.		
<b>Module code:</b> 3IM591	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Instructional Management		
<b>Content:</b> Definition and the main elements of instructional leadership management, shift from administrator to instructional leader, instructional management duties and functions of the principal/deputy, implications for the SA situation, duties of the HoD, Implications to mathematics science teaching and learning, instructional duties of the teacher, role of the community in instructional management (ideal and realized).		
<b>Module outcomes:</b> By the end of the module, students should be able: - to engage in issues pertaining to instructional management in school, the key elements of instructional management as well as duties and behaviour of personnel delegated for this function. To be competent in the understanding and application of instructional management functions in SA education systems.		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in January.		
<b>Module code:</b> 3RM591	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Research Methods in Mathematics and Science		
<b>Content:</b> Mathematics and science research-concepts, Research proposals, Research instruments, Sampling, Quantitative research methods, Qualitative research methods.		

<b>Module outcomes:</b> By the end of the module, students should be equipped with:-		
<b>Method of delivery:</b> Part Time		
Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of one 3-hour paper plus research project.		
<b>Module code:</b> 3RE591	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Educational Research		
<b>Content:</b>		
<b>Module outcomes:</b> By the end of the module, students should be equipped with:-		
<b>Method of delivery:</b> Part Time		
Assessment modes: Honours degrees comprise coursework and research modules. This modules is coursework/research which is assessed by means of examination,.		
<b>Module code:</b> 3ST591	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Teaching and Learning Issues		
<b>Content:</b> Introduction to philosophies held by different teachers about teaching and learning, inclusive education, the theories of learning and the nature of teaching, the strategies, methods and techniques in science and mathematics.		
<b>Module outcomes:</b> By the end of the module, students should be able:- to enforce the deeper knowledge and understanding of some principles related to education in general as well as science education.		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in January		
<b>Module code:</b> 3FA591	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Advanced Computing		
<b>Content:</b> Recognizing Computers, Using Microsoft Windows 7.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - the needed computer skills to excel in today's digital world, make them to be capable of using a broad range of computer technology – from basic hardware and software, to operating systems, applications and the Internet. It will prepare them for what the work place needs you to know. Also enhance your personal competency technologically.		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in January.		
<b>Module code:</b> 3SC591	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Curriculum Development		
<b>Content:</b> Background to educational transformation related to curriculum in South Africa: NQF, Curriculum 2005, OBE, and NSC. Curriculum Studies as a field of study: description, definitions (conceptions) of curriculum. The processes of curriculum development: phases, approaches and orientations of curriculum development. Curriculum		

design: levels, process, models, components of curriculum design. Classroom management: Approaches to classroom management, general classroom management principles, maintaining effective teaching and learning environment.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: -		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of examination; compulsory one 3-hour paper		
<b>Module code:</b> 3SS591	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Science in the World		
<b>Content:</b> Critical view on the following issues: Nature of science and teaching; models in science teaching, Bloom's taxonomy; teaching strategies, communication in science; multiple intelligences; misconceptions in teaching science, matter and materials. It equips students with the requisite knowledge and pedagogical skills essential for teaching about the nature of science at the Intermediate Phase.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with ability: - to critically examine ideas and concepts in recent theories of learning about science and relate them to practice in science classrooms		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of lectures, group activities, independent learning, projects, continuous formative assessment through participation in class, assignments, presentations, summative assessment.		
<b>Module code:</b> 3EN591	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Environmental Education		
<b>Content:</b> Purpose and elements of communication, skills of graphic communication and design including freehand pencil drawing and instrument drawing, two-and-three dimensional drawing techniques, aesthetics, ergonomics, computer based drawing and graphical representation.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - knowledge and understanding of graphic communication and design skills in the context of Technology Education.		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in January.		
<b>Module code:</b> 3SA591	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Advanced Studies in Science		
<b>Content:</b> Curriculum and Assessment Policy Statement-Grades 4-6, strategies for teaching science, Understanding the nature of science and scientific progress: A theory building approach, scientific reasoning and argumentation		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - continued professional development and the reflective competences needed to take initiative and responsibility in an academic and professional context.		
<b>Method of delivery:</b> Part Time		

<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through assignments and tests, summative assessment through examinations in January.		
<b>Module code: 3SG591</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Advanced Graphic Communication and Design		
<b>Content:</b> Purpose and elements of communication; The skills of graphic communication and design including freehand pencil drawing and instrument drawing; Two-and-three dimensional drawing techniques including – freehand sketching, line types, block method, shading, drawing instruments, orthographic projection, isometric drawing, oblique, perspective, sections, exploded views, signs and symbols, monograms, procedure charts, scales, dimensioning; Aesthetics – proportion, area division, spatial relationships, related shapes, stylisation, colours, texture; Ergonomics – anthropometry; Computer based drawing and graphical representation.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with:- knowledge and understanding of graphic communication and design skills in the context of Technology Education.		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This modules is coursework/research which is assessed by means of continuous Assessment CASS: 50%; summative Assessment : 50%; A variety of methods, strategies and tools will be used to assess achievement of competences e.g. tests, practical's, assignments, case-studies, projects, examinations		
<b>Module code: 3SI591</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Information Technology and Systems		
<b>Content:</b> Content Topics are IT in education and Technology Education; Historical background of computers in education; IT in society: social and ethical issues; Integrating IT in the school curriculum; A framework for IT in education: instructional applications; Computer hardware; Operating systems and software; Word processors, spreadsheets and graphic tools; Communication tools: The Internet To advance the students' knowledge and understanding of graphic communication and design skills in the context of Technology Education.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - knowledge and understanding about Information Technology and Systems in the context of Technology Education.		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This modules is coursework/research which is assessed by means of Assignment 10%; Test 20%; Practical 20%;Summative Examination 50%.		
<b>Module code: 3SM591</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Material Design in Technology		
<b>Content:</b> The Technological Process, Integrated Lesson Planning for Science and Technology, following the project approach, Developing activities for Technology, Assessment in Technology: forms and tools, Spatial Intelligence And Higher order Thinking skills according to Bloom's taxonomy		
<b>Module outcomes:</b> By the end of the module, students should be equipped with:- the necessary skills in order to become an effective designer of learning programmes in Technology Education		
<b>Method of delivery:</b> Part Time		

<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is coursework/research which is assessed by means of continuous assessment CASS: Assignment 50%, Test 50%, Summative:Examination 100%		
<b>Module code: 3SB591</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Algebra		
<b>Content:</b> Sequences, arithmetic sequences, geometric sequences, series, sigma notation, infinite geometric series, sum to infinity of a geometric series, functions, inverse of a function, exponential functions and their graphs, logarithmic functions, logarithmic equations, laws of logarithms, using logarithms to solve exponential equations, the graph of logarithmic functions, polynomials, remainder and factor theorem, gradient and average gradient, limits, differentiation, derivative at a point, rules of differentiation, higher derivatives, increasing and decreasing functions, points of inflection, maxima and minima, calculus of motion, styles and strategies of teaching mathematics at GET level.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with:- advanced knowledge and skills associated with the content and pedagogy of algebra at GET level and to develop in them an awareness of mathematics education as a field of study with special emphasis on algebra		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by means of tests, examination, assignments, projects and presentations. The final examination is given a weighting of 50% while the rest of the assessment types are collectively given a weighting of 50%.		
<b>Module code: 3SW591</b>	<b>YEAR MODULE</b>	<b>NQF level: 8</b>
<b>Title:</b> Working with Numbers		
<b>Content:</b> History of numbers, numerical system, numbers in different cultures, number bases, and index numbers.		
<b>Module outcomes:</b> By the end of the module, students should be able:- to engage with current issues, debates and discussions in mathematics education, to expose themselves to both the historical developments and current applications of mathematics and to use the relevant strategies and theories of teaching mathematics such as investigations, problem solving and constructivist approaches.		
<b>Method of delivery:</b> Part Time		
<b>Assessment modes:</b> Honours degrees comprise coursework and research modules. This module is assessed by continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in January		

**FED.11 MASTER OF EDUCATION PROGRAMMES****FED.11.1. 1 YEAR FT OR 2 YEAR PT MASTERS DEGREES – 180 CREDITS**

<b>MASTERS DEGREES – HEQSf Aligned</b>				
<b>Qualification and Specialisation</b>	<b>Old Qualification code (SENIOR only)</b>	<b>New Qualification code (FTENS only)</b>	<b>Campus</b>	<b>NQF level</b>
MASTER OF EDUCATION IN EDUCATIONAL PSYCH	EMED01	3MED01	Main	9
MASTER OF EDUCATION IN RESEARCH METHODOLOGY	EMED02	3MED02	Main	9
MASTER OF EDUCATION IN EDUCATIONAL PSYCHOLOGY	EMED03	3MED03	Main	9
MASTER OF EDUCATION IN CURR AND INSTRUCT	EMED21	3MED21	Main	9
MASTER OF EDUCATION IN FOUNDATIONS OF ED	EMED31	3MED31	Main	9
MASTER OF EDUCATIONAL MANAGEMENT	EMED32	3MED32	Main	9
MASTER OF EDUCATION IN RESEARCH METHODOLOGY	EMED33	3MED33	Main	9
MASTER OF EDUCATION BY DISSERTATION	EMED71	3MED71	Main	9

**FED.11.2. MODULE LIST FOR MASTERS PROGRAMMES – 180 CREDITS**

<b>Old Module code (SENIOR only)</b>	<b>New Module code (FTENS only)</b>	<b>Descriptive name</b>	<b>Credits</b>	<b>NQFL</b>
EAP704	3AP704	Article For Publication (RM)	15	9
ECA701	3CA701	Childhood And Adolescence Problems (EP)	12	9
ECA703	3CA703	Computer Applications (RM)	15	9
ECI700	3CI700	Masters Dissertation In Curr & Instru Studies	180	9
EDG700	3DG700	Dissertation In Master of Education	180	9
EDM705	3DM705	Mini Dissertation (RM)	120	9
EMD705	3MD705	Mini Dissertation (EP)	120	9
EEP700	3EP700	Masters Dissertation In Educational Psych	180	9
EFE700	3FE700	Masters Dissertation In Foundations Of Ed	180	9
EMC700	3MC700	Masters Dissertation In Educational Mgmt.	180	9
EOE704	3OE704	Oral Examination (EP)	12	9
EPA702	3PA702	Psychological Assessment (EP)	12	9



EPP706	3PP706	Professional Practice (EP)	12	9
ERM702	3RM702	Research Methods (RM)	15	9
None	3RM700	Masters Dissertation in Research Method	180	9
ETC701	3TC701	Test Construction Theory & Proj Mgmt. Skills (RM)	15	9
ETP703	3TP703	Therapeutic Intervention Procedures (EP)	12	9

### FED.11.3. CURRICULUM FOR MASTER PROGRAMME

An applicant may be admitted to Masters programme if he/she is in possession of B. Ed Honours. Duration of the course extends over a period of one year full-time and two years part-time.

**Important:** Psychology department students must register with HPCSA as a psychology student. After completing the first year of study the student must register as an intern educational psychologist. Upon completion of all course requirements, the candidate must apply for registration with the HPCSA as an Educational Psychologist. A requirement for this course is 80% attendance of lectures, of seminars, of practical work, and of visits to institutions.

#### FED.11.3.1. COURSEWORK MASTERS WITH MINI DISSERTATION

The coursework Master's in the Faculty of Education consists of **six modules** and a minor dissertation. The degree extends over two years: one full-time academic year plus a year for completion of a dissertation. You must have a pass mark of at least 50% in each of the modules, including the research, for the degree to be awarded to you. The ratio of the course work modules to the research component is 50:50. Successful completion of the oral examination is a prerequisite for beginning the dissertation. Each unit in the programme constitutes 100%. Students must complete all the required examination papers at the end of the year of study. All examination papers will also involve external examiners from other universities.

#### FED.11.3.1.1. QUALIFICATION NAME: MASTER OF EDUCATION IN RESEARCH METHODOLOGY (CW)

**Qualification Code: 3MED02 (Old Code: EMED02)**

**CAMPUS** KwaDlangezwa. **DELIVERY MODE:** FULL/PART TIME

Coursework and Mini Dissertation					
Old Module code (SENIOR only)	New Module Code (FTENS only)	Module Name	Core/Ancillary /Elective	NQFL	Cr
EAP704	3AP704	Article for Publication (RM))	C	9	15
ECA703	3CA703	Computer Applications (RM)	C	9	15
EDM705	3DM705	Mini Dissertation (RM)	C	9	120
ERM702	3RM702	Research Methods (RM)	C	9	15
ETC701	3TC701	Test Constr. Theory & Project Mgmt. Skills	C	9	15
<b>Total credits</b>					<b>180</b>

**FED.11.3.1.2. QUALIFICATION NAME: MASTER OF EDUCATION IN EDUCATION PSYCHOLOGY (CW)****Qualification Code: 3MED03 (Old Code: EMED03)****CAMPUS: KwaDlangezwa DELIVERY MODE: FULL/PART TIME**

Coursework and Mini Dissertation					
Old Module code (SENIOR only)	New Module Code (FTENS only)	Module Name	Core/Ancillary/Elective	NQFL	Cr
ECA701	3CA701	Childhood and Adolescence Problems (EP)	C	9	12
EMD705	3MD705	Mini Dissertation (EP)	C	9	120
EOE704	3OE704	Oral Examination (EP)	C	9	12
EPA702	3PA702	Psychological Assessment (EP)	C	9	12
EPP706	3PP706	Professional Practice (EP)	C	9	12
ETP703	3TP703	Therapeutic Intervention Procedure (EP)	C	9	12
<b>Total credits</b>					<b>180</b>

**FED.11.4. MODULE CONTENT AND OUTCOMES FOR MASTERS PROGRAMMES -COURSEWORK**

Module code: 3AP704	YEAR MODULE	NQF level: 9
<b>Title:</b> Article for publication3		
<b>Content:</b> Components/structures of a research report/article/paper. Planning for the title, abstract, introduction, methods, results/findings and discussion. Discussion of findings: Tie up the loose ends. Research Ethical Codes and APA referencing system.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - knowledge and skills how to present and publish research results. To acquaint the students with ethical codes for researchers.		
<b>Method of delivery:</b> Part/Full Time		
<b>Assessment modes:</b> This module is assessed by: - continuous formative assessment through participation in class discussions, presentations and written assignments. production of an article for publication in scientific journal. this article is examine internally and externally.		
Module code: 3CA701	YEAR MODULE	NQF level: 9
<b>Title:</b> Childhood and adolescence problem		
<b>Content:</b> Developmental psychology; physiological psychology; personality psychology; cognitive psychology; education support services; sports and community psychology; in-service training.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: -Knowledge relevant to problems experienced by infants, children, adolescents and young adults. The module, among other things, place specific emphasis on a wide variety of possible problems that training psychologists are likely to encounter during the course of their daily practice. Participants will be able to comprehend and use the American Psychological Association's Diagnostic and Statistical Manual IV-TR, as well as place other social issues that are relevant to the uniquely Southern African milieu into context		
<b>Method of delivery:</b> Part/Full Time		

<b>Assessment modes:</b> This modules is assessed by:- formative assessments: assignments, tests, practical work, oral examinations summative assessment: examinations.		
<b>Module code: 3CA703</b>	<b>YEAR MODULE</b>	<b>NQF level: 9</b>
<b>Title:</b> Computer Applications		
<b>Content:</b> General understanding of computers and computing, including knowledge and use of computer hardware, software, and operating systems. The key applications software includes word processing, spreadsheet and presentation. Also included are aspects of working in an Internet or networked environment, including basic knowledge of networks and the Internet, skills in specific applications such as electronic mail software and Web browsers, skills required to find and evaluate information, and an understanding of issues related to computing and the Internet being used at work, home and school (ergonomics, security, ethics, Internet rules (netiquette).		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - the relevant computer skills that will enable them to finesse around their studies. The module takes students through data capturing skills, information processing skills as well as research using various search engines. Layout and presentation skills will also be integral parts of this module.		
<b>Method of delivery:</b> Part/Full Time		
<b>Assessment modes:</b> This modules is assessed by:- continuous formative assessment through in-class tests, exercises, assignments, portfolios, professional and subject mentors' reports, and lecturers' reports; and summative assessment through a terminal examination at the end of the semester.		
<b>Module code: 3DM705</b>	<b>YEAR MODULE</b>	<b>NQF level: 9</b>
<b>Title:</b> A Mini Dissertation for Master's Degree		
<b>Content:</b> Supervision of the process of determining the research ability of a topic. Supervision of the process of writing a research proposal. Supervision of the process of reviewing relevant recent literature and choice of appropriate designs and methodology. Supervision of empirical study, data analysis, discussion of findings and workmanship.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - To provide students with experiences in designing, conducting and writing about a research study. To help the student secure the senior. To document the students' research. To produce a document that allows other scientists to see what the work was and how it was performed.		
<b>Method of delivery:</b> Part/Full Time		
<b>Assessment modes:</b> This module is assessed by a dissertation. A dissertation is evaluated by means of internal and external examinations.		
<b>Module code: 3MD705</b>	<b>YEAR MODULE</b>	<b>NQF level: 9</b>
<b>Title:</b> Dissertation		
<b>Content:</b>		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - competencies in writing a mini-dissertation. Students will be encouraged to work independently and supervision will be provided by suitable senior staff within the Department of educational Psychology and Special Education. The participants will be exposed to research methodology techniques applicable to the study of social science and emphasis will be place on the American Psychological Association guidelines for referencing. The module will, among other options, provide learners with a strong background in terms of proposal writing, writing of literature reviews, methodology and referencing.		
<b>Method of delivery:</b> Part/Full Time		

<b>Assessment modes:</b> This modules is assessed by:- one-on-one interviews and consultation with mentors and supervisors, seminars and support sessions with senior staff.		
<b>Module code: 3EP700</b>	<b>YEAR MODULE</b>	<b>NQF level: 9</b>
<b>Title:</b> Dissertation in Educational Psychology		
<b>Content:</b> Application of research knowledge and skills learnt on a topic of interest chosen by the candidate in consultation with the supervisor.		
<b>Module outcomes:</b> Practical application of psychological assessment and provision of counselling and/ or psychotherapy. By the end of the module, students should be equipped with:-assessment, counselling and psychotherapeutic skills		
<b>Method of delivery:</b> Part/Full Time		
<b>Assessment modes:</b> This modules is assessed by:-		
<b>Module code: 3OE704</b>	<b>YEAR MODULE</b>	<b>NQF level: 9</b>
<b>Title:</b> Oral examinations		
<b>Content:</b> Application of psychological assessment ad psychotherapeutic skills on children and adults		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: -knowledge and skills associated with verbalized methods and procedures relevant to the discipline of Educational Psychology. The module will include preparation for an examination of case studies that students have worked on throughout the year. The participants will as a result have an appreciation of, collaboration with stakeholders, the synthesis of the dynamic process of assessment, diagnosis, providing support through relevant therapeutic intervention and eventually providing effective feedback. The practical component of the degree will, in conjunction with other crucial elements, prepare students for this module.		
<b>Method of delivery:</b> Part/Full Time		
<b>Assessment modes:</b> This modules is assessed :- through seminars, group discussions, and practical sessions at the clinic and at relevant sites, therapy sessions, one-on-one interviews and consultation with mentors and supervisors, oral examination		
<b>Module code: 3PA702</b>	<b>YEAR MODULE</b>	<b>NQF level: 9</b>
<b>Title:</b> Psychological assessment		
<b>Content:</b> Psychometric testing and psychological assessment; consultation to and/or referrals to other specialists/experts, writing of a clinical/psychological report.		
<b>Module outcomes:</b> By the end of the module, students should be: - well-grounded in the knowledge, skills, principles, methods, procedures and applicability of assessment and evaluation procedures relevant to the field of Educational Psychology. Learners are exposed to a wide range of assessment tools and are expected to familiarize themselves with the operationalization of both the tools and the test library during the duration of this module. The participants will also have an understanding of the Health Professions Council of South Africa's requirements for the use and management of psychological tools. This module will, together with other key factors, assist in the preparation of student psychologists for the practical component of the programme		
<b>Method of delivery:</b> Part/Full Time		
<b>Assessment modes:</b> This modules is assessed by:- formative assessments: assignments, tests, practical work, oral examinations summative assessment: examinations.		
<b>Module code: 3PP706</b>	<b>YEAR MODULE</b>	<b>NQF level: 9</b>
<b>Title:</b> Professional practice		

<b>Content:</b> Basic principles in the code of conduct for psychologists; client information; confidentiality, privacy and records; contracting in a therapeutic relationship; fees and financial arrangements in therapeutic relationships; government policies, acts and regulations relevant to practice as a psychologist; malpractice and managing the risk of malpractice claims; professional competence and professional relations in psychology; professional misconduct; psychological activities; South African code of conduct for psychologists.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with:- A solid framework in the professional practices and ethical behaviour expected of them in all applicable situations. The participants will have an understanding of issues related to the law, issues related to ethics and finally the law and ethics will be discussed from a practical perspective allowing students to receive both a theoretical and practical competence. It also aims to engage learners in debate around moral and social issues that are unique to the Southern African setting. While international issues are discussed and deliberated emphasis is placed on the South African code of conduct for psychologists		
<b>Method of delivery:</b> Part/Full Time		
<b>Assessment modes:</b> This module is assessed by:- formative assessments: assignments, tests, practical work, oral examinations summative assessment: examinations.		
<b>Module code: 3RM702</b>	<b>YEAR MODULE</b>	<b>NQF level: 9</b>
<b>Title:</b> Research Methods		
<b>Content:</b> Research designs, methods and techniques. Research questions, planning and process. Literature review and determining the research ability of a topic. Qualitative and quantitative methods of data collection and analysis. Analysis of descriptive and inferential statistics.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: -knowledge and skills for application of research designs, methods and techniques. To teach the students what is scientific method? What is a research proposal? To enable the students to use both quantitative and qualitative methods of data collection and analysis. To enable students to use both descriptive and inferential statistics.		
<b>Method of delivery:</b> Part/Full Time		
<b>Assessment modes:</b> This module is assessed by: - continuous formative assessment through participation in class discussions, presentations and written assignments. summative assessment in the form of internal and external examinations.		
<b>Module code: 3TC701</b>	<b>YEAR MODULE</b>	<b>NQF level: 9</b>
<b>Title:</b> Test Construction theory and Project Management Skills		
<b>Content:</b> Principles of test construction/development. How to work out validity and reliability of an instrument. Standardization process of an instrument. Selection between standardized and non -standardized instruments. Variables and measurement: levels/scales of measurement.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - knowledge and skills for construction of research instruments. To teach the students methods of establishing psychometric properties. To expose the students to a wide spectrum of methods and techniques for data collection.		
<b>Method of delivery:</b> Part/Full Time		
<b>Assessment modes:</b> This module is assessed by: - continuous formative assessment through participation in class discussions, presentations and written assignments. summative assessment in the form of internal and external examinations.		
<b>Module code: 3TP703</b>	<b>YEAR MODULE</b>	<b>NQF level: 9</b>
<b>Title:</b> Therapeutic intervention procedures		

<b>Content:</b> Psychotherapeutic procedures; intervention models/ programmes; prevention models, various modalities of psychotherapy; behaviour therapy; life skills training to other specialists/ experts; writing of a clinical/ psychological report.
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - fundamental expertise and insight into the application of therapeutic procedures relevant to the field of Educational Psychology. The module includes a diverse coverage of various therapeutic techniques relevant to the unique multicultural South African environment. The students should be able to contribute to the dynamic process of assessment, diagnosis and providing support through relevant therapeutic intervention and will also have an understanding of the Health Professions Council of South Africa's (HPCSA) requirements for the professional standards in terms of therapeutic intervention conducted by student psychologists. This module together with other key factors, assist in the preparation of student psychologists for the practical component of the programme.
<b>Method of delivery:</b> Part/Full Time
<b>Assessment modes:</b> This modules is assessed by:- formative assessments: assignments, tests, practical work, oral examinations summative assessment: examinations

**FED.11.3.2. MASTER'S BY DISSERTATION ONLY**

The Master's by dissertation only is a research degree on an advanced topic under supervision offered by any department in the Faculty. Examination is by dissertation alone (180 NQF credits). Prospective candidates should consult the appropriate Head of Department concerned to discuss both the proposed topic and the availability of suitable supervision. The Faculty Office through postgraduate admissions office should be contacted for details regarding the application process. Entry is by selection and election is based on academic performance and confirmed research ability and the availability of suitable supervision.

**FED.11.3.2.1. QUALIFICATION NAME: MASTER OF EDUCATION IN EDUCATIONAL PSYCHOLOGY**

**Qualification Code: 3MED01 (Old: EMED01)**

**CAMPUS:** KwaDlangezwa. **DELIVERY MODE:** FULL/PART TIME

By Dissertation				
Old Module code (SENIOR only)	New Module Code (FTENS only)	Module Name	NQFL	Cr
EEP700	3EP700	Masters Dissertation in Educational Psychology	9	180
<b>Total credits</b>				<b>180</b>

**FED.11.3.2.2. QUALIFICATION NAME: MASTER OF EDUCATION IN CURRICUL. & INSTRUCT. STUDIES**

**Qualification Code: 3MED21 (Old: EMED21)**

**CAMPUS:** KwaDlangezwa. **DELIVERY MODE:** FULL/PART TIME

By Dissertation				
Old Module code (SENIOR only)	New Module Code (FTENS only)	Module Name	NQFL	Cr
ECI700	3CI700	Masters Dissertation In Curriculum & Instructional Studies	9	180
<b>Total credits</b>				<b>180</b>

**FED.11.3.2.3. QUALIFICATION NAME: MASTER OF EDUCATION IN FOUNDATION OF EDUCATION**

**Qualification Code: 3MED31 (Old: EMED31)**

**CAMPUS:** KwaDlangezwa. **DELIVERY MODE:** FULL/PART TIME

By Dissertation				
Old Module code (SENIOR only)	New Module Code (FTENS only)	Module Name	NQFL	Cr
EFE700	3FE700	Masters Dissertation in Foundations of Education	9	180
<b>Total credits</b>				<b>180</b>

**FED.11.3.2.4. QUALIFICATION NAME: MASTER OF EDUCATIONAL MANAGEMENT**  
**Qualification Code: 3MED32 (Old: EMED32)**  
**CAMPUS: KwaDlangezwa. DELIVERY MODE: FULL/PART TIME**

By Dissertation				
Old Module code (SENIOR only)	New Module Code (FTENS only)	Module Name	NQFL	Cr
EMC700	3MC700	Masters Dissertation in Educational Management	9	180
<b>Total credits</b>				<b>180</b>

**FED.11.3.2.5. QUALIFICATION NAME: MASTER OF EDUCATION IN RESEARCH METHODOLOGY**  
**Qualification Code: 3MED33 (Old: EMED33)**  
**CAMPUS: KwaDlangezwa. DELIVERY MODE: FULL/PART TIME**

By Dissertation				
Old Module code (SENIOR only)	New Module Code (FTENS only)	Module Name	NQFL	Cr
EFE700	3RM700	Masters Dissertation in Research Methodology	9	180
<b>Total credits</b>				<b>180</b>

**FED.11.3.2.6. QUALIFICATION NAME: MASTER OF EDUCATION BY DISSERTATION**  
**Qualification Code: 3MED71 (Old: EMED71)**  
**CAMPUS: KwaDlangezwa. DELIVERY MODE: FULL/PART TIME**

By Dissertation				
Old Module code (SENIOR only)	New Module Code (FTENS only)	Module Name	NQFL	Cr
EDG700	3DG700	Masters of Education By Dissertation	9	180
<b>Total credits</b>				<b>180</b>



**FED.12 DOCTOR OF EDUCATION PROGRAMMES****FED.12.1. 1 YEAR FT OR 2 YEAR PT DOCTORAL DEGREES – 360 CREDITS**

DOCTORAL DEGREES – 2 years				
Qualification and Specialisation	Old Qualification code	New Qualification code	Campus	NQF level
D.ED ( MATHEMATICS, SCIENCE & TECH)	EDED11	3DED11	Main	10
DOCTOR OF PHILOSOPHY(CURRICULUM STUDIES)	EDED21	3DED21	Main	10
DOCTOR OF EDUCATION	EDED71	3DED71	Main	10

**FED.12.2. MODULE LIST FOR DOCTORAL PROGRAMMES – 360 CREDITS**

Old Module code	New Module code	Descriptive name	Credits	NQFL
ECS800	3CS800	PhD (CURRICULUM STUDIES)	360	10
EDU800	3DU800	D. Ed (Education)by Thesis	360	10
EST800	3ST800	D.ED (Mathematics, Science And Technology)	360	10

**FED.12.3. DOCTORAL DEGREES****FED.12.3.1 QUALIFICATION NAME: DOCTOR OF EDUCATION IN MATHS, SCIENCE & TECHNOLOGY****Qualification Code: 3DED11 (Old Code: EDED11)****CAMPUS:** KwaDlangezwa **DELIVERY MODE:** FULL/PART TIME

By Thesis				
Old Module code (SENIOR only)	New Module Code (FTENS only)	Module Name	NQFL	Cr
EST800	3ST800	D. ED (Mathematics, Science and Technology)	10	360
<b>Total credits</b>				<b>360</b>

**FED.12.3.2 QUALIFICATION NAME: DOCTOR OF PHILOSOPHY IN CURRICULUM STUDIES****Qualification Code: 3DED21 (Old Code: EDED21)****CAMPUS:** KwaDlangezwa **DELIVERY MODE:** FULL/PART TIME

By Thesis				
Old Module code (SENIOR only)	New Module Code (FTENS only)	Module Name	NQFL	Cr
ECS800	3CS800	PhD (Curriculum Studies)	10	360
<b>Total credits</b>				<b>360</b>

FED.12.3.3

**QUALIFICATION NAME: DOCTOR OF EDUCATION**

**Qualification Code: 3DED71 (Old Code: EDED71)**

**CAMPUS:** KwaDlangezwa **DELIVERY MODE:** FULL/PART TIME

<b>Thesis</b>				
<b>Old Module code (SENIOR only)</b>	<b>New Module Code (FTENS only)</b>	<b>Module Name</b>	<b>NQFL</b>	<b>Cr</b>
EDU800	3DU800	D.ED (Education) By Thesis	10	360
<b>Total credits</b>				<b>360</b>